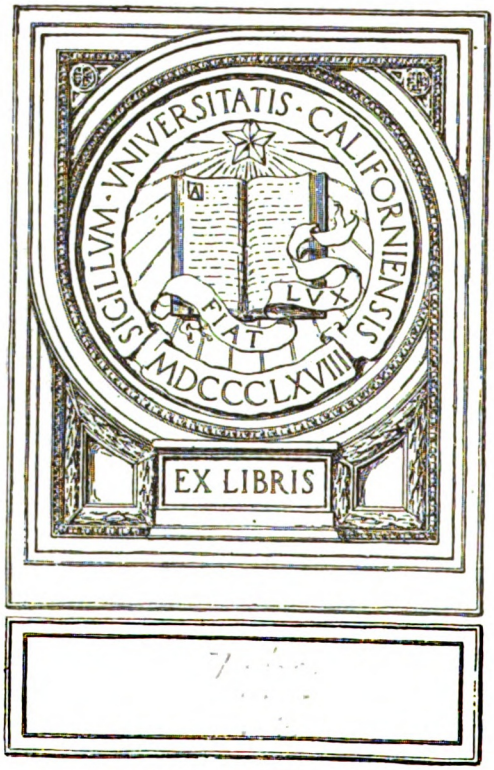
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SUPPLEMENT TO

HISPANIA

A JOURNAL DEVOTED TO THE INTERESTS OF
TEACHERS OF SPANISH, AND PUBLISHED BY

THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH

UNIV. OF
CALIFORNIA

VOLUME III—1920

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HISPANIA

VOLUME III *February, 1920* NUMBER 1

UNITED STATES EXCHANGE PROFESSORSHIPS WITH HISPANIC COUNTRIES

[A circular letter published by a committee on Hispanic American Relations of the University of California last fall, and sent to the Colleges and Universities of the United States. On account of its great importance to all Hispanists, we take pleasure in publishing it in HISPANIA.—*The Editors.*]

In recent years, publicists have advocated a system of exchange professors between this and other countries. In particular they have recommended such exchanges between the United States and the countries of Hispanic America, because of the growing importance of the international relations involved. Situated as it is on former Spanish soil, the University of California has felt that it could with propriety assist in the development of such closer relations.

The late Professor H. Morse Stephens had made tentative arrangements for exchanges between the University of California and certain universities in Spain, Mexico, and Chile. One of these exchanges, that with the Republic of Chile, has developed into a much larger project than Professor Stephens originally contemplated. In January, 1919, a Chilean Commission, appointed by President Sanfuentes, and headed by Dr. Don Pedro Aguirre, reached Berkeley, and opened negotiations with the University for a series of exchanges. The views and purposes of the Republic of Chile were as follows:

For a number of years Chile has looked almost wholly to France and Germany for educational inspiration. Recently Chile has decided

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to come instead to the United States, both for teachers who might visit Chile, and for the information which Chilean students and professors might obtain through their researches here. Therefore, the Chilean Government proposed, to establish an exchange with the United States of from two to four professors a year. Of those from the United States who should visit Chile it was proposed that one should represent a department (economics, history, political science, law, etc.) of some university, a second should represent technical schools (agriculture, engineering, manual training, mining, etc.), a third the normal schools, and a fourth the schools of secondary grade. The Chilean government desired that one of the two latter should be a young woman who should teach in some Chilean school for girls.

Dr. Benjamin Ide Wheeler, at the time president of the University of California, appointed a committee which has since been made permanent, under the title *Committee on Hispanic American Relations,* and called upon it to discuss the Chilean project with the commission headed by Dr. Aguirre. After various conferences between these two bodies, it was decided that the Committee on Hispanic American Relations of the University of California should act as the agent of the Republic of Chile in this country to make arrangements for the exchanges. In this form the University authorities, in March, 1919, ratified the project. In June the government of Chile took similar action, at the same time appropriating $12,000, to carry the exchanges into effect for the year 1920.

The plan for the exchanges calls for each country to pay the salary and traveling expenses of its own professors, receiving in exchange, free of charge, the professors coming from the other country; thus Americans who go to Chile from the United States will receive their salary and traveling expenses from the institutions they represent in this country (although it is hoped that a way will be found to relieve them of this burden), while the Chilean government will pay the salary and expenses of the Chileans who come here.

The Committee on Hispanic American Relations does not intend to limit appointments to teachers of the University of California and the secondary schools of the state. Indeed, the committee believes that the purposes of the exchanges will be better served if the appointments are made from different parts of the country. It is on this account that this circular is being sent out to institutions in every state of the Union.

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An earnest effort will be made in every case to select candidates for the exchanges who will best reflect credit upon this country and meet with the approbation of the government of Chile. The appointees must be able to speak Spanish, since it will be necessary to conduct their classes in that language. In each year there are to be not less than two or more than four exchange professors from each country, of whom one at the most is to exchange with a professor of the University of Chile; the others (one, two, or three, as the case may be) are to exchange with teachers in technical and secondary schools. In all likelihood, however, the exchanges, at the outset, will be limited to two from each country. The teachers from secondary schools who go to Chile will probably be called upon to teach English, unless they are able to handle such subjects as manual arts, agriculture, etc.

Candidates for these appointments should come from institutions which are willing to bear the expense involved; these institutions in turn will receive the services of the Chilean representatives free of charge. Candidates must represent institutions which would be desirable fields for the Chileans in their researches and observations while here. It is probable that the Chilean teachers will ordinarily be equipped to teach such subjects as Spanish, and the history, law, and other social, economic, political, and intellectual factors in contemporary Hisapnic American life. Exchanges therefore will usually be limited to universities and large city schools in this country.

The Chilean school year begins in March and ends in December. This means that representatives from the United State should apply for leaves of absence to begin in January, at which time the teachers from Chile are to arrive to take their places.

The committee of the University of California wishes to lay special emphasis upon the benefits which Chile hopes to receive from these exchanges. While the Chileans expect to derive some advantage from the work of our teachers in Chile, they hope to profit yet more from the researches of their own representatives in this country, and especially from their association with our teaching bodies in the work of our schools. It is desirable, therefore, that too much work should not be imposed upon them, and that they should be given every opportunity for investigation during their stay in this country.

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For the year 1920 the Committee on Hispanic American Relations has appointed, as exchange professors, Dr. Charles E. Chapman, Associate Professor of Hispanic American History in the University of California, and Mr. Edward M. Gregory, teacher of Spanish in the San Francisco Polytechnic High School. For the year 1921 it is hoped that representatives may be obtained from other states. This circular is therefore being sent out to institutions which the committee believes will be able and willing to coöperate with it in this important work for the United States in its relations with Hispanic America and for the cause of education in general.

For the Committee on Hispanic American Relations,

HERBERT I. PRIESTLEY, Secretary.
CHARLES E. CHAPMAN, Chairman.

BERKELEY, CALIFORNIA, October 16, 1919.

Address all communications to the Chairman or the Secretary of the Committee, University of California, Berkeley, California.

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ON ITALIAN AND SPANISH IN AMERICAN EDUCATION

A LETTER FROM MR. JUAN C. CEBRIÁN

Prof. Aurelio M. Espinosa, *Editor* HISPANIA, Stanford University, California.

Dear Editor:—Last week I read the article "Italian and Spanish in American Education" by Prof. Ernest H. Wilkins, University of Chicago, published last May in *The Bulletin of the New England Modern Language Association.* It is an earnest appeal for the study of Italian—in which a great number of scholars will agree; and an impassionate attack on the value of Spanish, in which every fair-minded student will notice, prima facie, onesidedness, unfairness, prejudice, possibly due to unacquaintance with the subject.

May I ask you for a few pages of HISPANIA to point out the fallacies of said article?

The attack is so virulent that some might think that the purpose of the article was only to discredit the study of Spanish and Spain in general, and that the Italian matter is brought in simply as a pretext to broach the main subject. Having taught Spanish for years, Mr. E. H. Wilkins asserts "to have both knowledge and love of the Spanish language and literature; and to have the happiest memories of Spain" (p. 16). That evidently conveys the impression of his sincerity and authority in the matter, thus adding more emphasis and weight to his article. But I beg to differ from those assertions: they require some qualifications. He may know the Spanish language and a little about Spanish literature, but he is unacquainted with Spanish history; he may have a little love for Spain and things Spanish, but he cannot love the real Spain, because he does not know her, or he has not caught her spirit. Therefore that knowledge and love that he predicates can not give any weight to his thesis. Let us examine the facts.

Mr. E. H. Wilkins justly points out the excellent qualities of the Italian language and of the Italian people, and very properly observes that their activities are unknown in the United States because "Italians, unlike the Germans, have never advertised their own intellectual achievements, and because our own inertia has

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not penetrated the linguistic veil" (p. 16). In this he has made a discovery for the great majority of Americans; but he has failed to make another similar discovery of a fact as positive as the foregoing, to wit: that *Spaniards, unlike the Germans, unlike the French, have never advertised their own cultural achievements, and the inertia of the Americans has not penetrated the linguistic veil.* His discovery is a consequence of knowing Italian history: the failure in making the other discovery is a consequence of ignoring Spanish history. Mr. E. H. Wilkins flippantly dismisses this great subject with two lines: "no sane critic who knows the several European literatures would rank Spanish literature with Italian or with French in universal value" (p. 17). He does not offer any proof for this assertion; he simply dictates in the fashion of past centuries: *magister dixit.*

Mr. E. H. Wilkins' method of opposing the two countries is something like the judgment of an unlearned layman wishing to compare Michelangelo with Raphael, and detracting from this one in order to uphold Michelangelo, or vice versa detracting from the great sculptor to uphold Raphael. Professor Northup has already called attention to the futility of such comparisons, in the October HISPANIA, p. 205. Both were great, both geniuses, but different from each other: it is preposterous, as well as idle, to pretend to dictate who was the greater. So it is with the two great nations, Italy and Spain: both great, and different; both preponderant at different times and in different ways; both potent factors that have molded European culture and civilization through numerous centuries. Mr. E. H. Wilkins forgets those facts, or is unacquainted with them. He ignores that Spain's motto was PLUS ULTRA, *Más allá, Siempre adelante,* "Onward and onward." "Go ahead" (which is precisely the mainspring of progressive North Americans). And it was not a vain motto, not a braggadocio, not a bravado, not a routinary phrase in officialdom. It was a living thought! Because Spain went onward and ahead; She went *over there*, and over the top. Not over a narrow trench swept by the atrocious artillery invented by man, but over the great expanse of the *Mare Ignotum* swept by the stormy forces of Nature; once over there She did not stop, and went over an enormous, unknown continent swept by the storms of Nature and of savage man; and faithful to her motto, She went onward again over another unknown

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and larger ocean, and for the first time She circumnavigated the Earth. She made a present to Europe of a new world—a continent and two oceans—two or three times as large as the old world. And She did it, and She went over there alone, without allies, or coöperation of other countries: and thus the whole human race became indebted to Her.

It is quite natural for a mind "bound by the walls of his own class room," or even "dreaming a little therein" (p. 14), to ignore facts as large as two thirds of our globe; but the broad-minded man, the thoughtful student, the fair-minded philosopher cannot ignore facts of that size, and knowing that no effect can be produced without a cause, cheerfully admits that the enormous, the immense, the overshadowing events above mentioned were produced by an equally enormous, immense, overshadowing cause, or series of causes, none other than Spain, Spanish ideas and ideals, Spanish blood and money (red and gold), Spanish knowledge, science and culture, Spanish pluck, persistence, efficiency.

I will not say that the flippant dismissal of such overpowering facts and truths as non-existent is akin to insanity: I will only ask to what else is it akin?

If the average American student admits, as Mr. E. H. Wilkins asserts, that "we are and always have been limited in view to the things of our time, our own place, our own concern" (p. 15), and tries to broaden his views by turning his candid, unprejudiced mind to Europe, he cannot fail to see that Spain was not only a prominent co-laborer to European history, like Italy and other great countries, but She was besides preëminent in respect to his own place, to his own continent, to his beloved America. And naturally, logically, and in consequence he will feel inclined to get acquainted with that powerful, immense, sublime force that, among other achievements, brought to light the very ground on which we tread, and its marvelous three times secular history: we must not forget that, quoting Charles F. Lummis, "the Spanish pioneering of the Americas was the largest, the longest and most marvelous feat of mankind in all history." (Spanish Pioneers, 7th edition, p. 12.) And naturally he will feel inclined to dig in and fathom by his own work the marvelous literature of that country, that remains yet unknown to him.

Any fair-minded American thinker will feel gratified that a

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large majority of the 200,000 students of Spanish in our day are alive to these patent facts in relation to Spain, and certainly will not begrudge the vital interest in the language that will gradually promote our friendly intercourse with the growing Hispanic world of one hundred million people. Any fair-minded American thinker will highly approve of giving greater importance in our educational system to the Italian language and culture; but will firmly reprove the sordid method of recruiting its adepts by stealing them away from other honest pursuits, especially from the study of the country which rightfully has claims to the deepest interest of the American citizen.

Mr. E. H. Wilkins wants to prop his plan by the assent of other professors, and produces fifteen anonymous opinions of three professors of French, four professors of English, and other pedagogues. But he does not inform us whether they "are bound by the walls of their classrooms" (or perhaps swayed by the breezes of political currents). We know that even university professors may be found who are unacquainted with some historical facts.*

He also copies a few words from some European government reports, which to the uninitiated might mean disparaging remarks about Spain; not so to the initiated. In this Mr. E. H. Wilkins shows again his limited knowledge of Europeon history and of the psychology of nations; he fails to understand the utter dissimilarity between the relations—political, economic, historical—of England or France with Italy and Spain, and the same kind of relations of the United States with the two peninsular countries and Spanish America.

I do not propose to compare the literatures of France, Italy, and Spain, and find their respective levels; it would require volumes, and it would be the idle repetition of the Michelangelo and Raphael dispute. My purpose is to show the absurdity of Mr. E. H. Wilkins'

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*In justice to some of those opinions let me say that some of them specifically agree with the Chicago professor in his Italian contention, refraining, however, from mentioning the Spanish language. But in all this matter the fact that stares us in the face is the very skillful way in which Mr. E. H. Wilkins succeeded in failing to solicit and print the really weighty opinions of many American professors and scholars who believe exactly the opposite. American trained scholars love the truth, and the flippant and groundless assertions of Mr. E. H. Wilkins will not influence them in the least.

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proposal, and to call the attention of teachers of Spanish to the unfair attack against the learning of Spanish in the United States; that they may honorably resent it, and may take proper steps to stop it. We do not want to retaliate; that would be as unfair as the method we deprecate. We want every language to stand on its own merits before the American public; and I earnestly urge our teachers of Spanish to stand by the substantial merits of their chosen profession, and endeavor to uphold before their pupils and the public in general the rightful claims of Spanish, the linguistic, literary, cultural, historical, political, and commercial advantages of the Spanish language to the thoughtful American citizen.

J. C. CEBRIÁN

SAN FRANCISCO, CALIFORNIA
DECEMBER 17, 1919

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THIRD ANNUAL MEETING

The third annual meeting of the Association was held in Washington on December 27, 1919, in the rooms of the Law School of George Washington University. The program was most interesting. The morning session was opened by Dean Hodgkins, who said that the University, always ready to welcome educational associations, felt especial pleasure in having the American Association of Teachers of Spanish meet in its halls, because the Association was engaged in furthering the study of the language of a nation with so long an influence on mankind and one now so widely spoken in the western hemisphere. The addresses of Prof. Rowe, Sr. Riaño and Sr. Yanes are printed in full in our pages. That by Sr. Varela, minister from Uruguay, electrified the audience by its eloquence. He referred to the fact that the glory of the past survives in language; that the glory of Rome and the Latin language lives again in its modern descendants, notably in French, which as an instrument of thought inflames all hearts; and in Spanish which has inherited the sonorous quality and the elegance of Latin. To Spanish as a language belong brilliant prospects because it is spoken so widely in the new world, and even Spain itself is the richest unexploited and undeveloped country in Europe. The student of Spanish should, however, study the peculiarities of each country where the language is spoken. The Association of Teachers of Spanish will thereby become a most potent influence for the pacific settlement of vexatious questions.

During the morning the following telegram was received from our Honorary President, Mr. Cebrián, of San Francisco, and read to the audience:

Allow me, dear President, to convey through your kindness my warmest greetings to the American Association of Teachers of Spanish, together with my congratulations on its second anniversary for the healthy growth and increasing solidarity of the nation-wide association and for the bright future that we now can confidently expect and consequently for its usefulness to the educational system of our country and to the promotion of friendly intercourse between the English and the Hispanic Americas. Our thanks must be tendered to the officers of the Association for their devotion in nurturing the latent needs and justified aspiration of the country for the proper study of Spanish. Let the past be an inspiration for the future; then all the

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members of our Association will be justly proud of the results of their noble task. Hurrah for the Association! Sincerely yours,

(Signed) J. C. CEBRIAN.

Srta. Estrella Amores gave pleasure to all by her singing of several Spanish songs. In the afternoon Sr. Arsenio Ralón, accompanied by Miss Dorothée Boucher, played with rare skill two violin selections, and Miss Boucher rendered a piano solo that was heartily applauded.

At the afternoon session President Wilkins delivered his annual address which appears elsewhere in this number of HISPANIA. Then two papers of practical value were read. Professor Doyle's paper on "'Tumefaction' in the Study of Spanish" was straight from the shoulder. It will serve, we believe, to lay at rest the ghost of "nimiety" and "tumefaction" with which the minds of some have been haunted in recent months. Mr. Harrington's talk on "Attainable Aims in the Teaching of Spanish in Secondary Schools" was very sane.

The annual report of the secretary-treasurer followed. The total receipts for the year amounted to $2,830.65 and the expenditures to $2,711.59, leaving a balance to the good of $119.06. This will be increased by receipts from unpaid advertising. The showing for the year is very gratifying because the Association published six numbers of HISPANIA instead of the four called for by the constitution and published them at an increased cost in the printing of nearly 80 per cent. The Executive Council voted to continue the publication of six numbers of HISPANIA with the same proviso as last year that the secretary-treasurer may cancel the publication of a number if there should not be sufficient funds to pay for it. The outlook, however, for the year 1920 is good. The secretary-treasurer has on hand, from dues paid in for the year, enough money to pay for at least three numbers of HISPANIA and the receipts from dues of members not yet in and from advertising should cover the rest. Nevertheless there is need of more and more new members. During the year the greatest progress was made in obtaining them through the formation of local chapters. To President Wilkins belongs great credit for his strenuous efforts in interesting people to form local chapters in all parts of the country.

The Nominating Committee for next year was appointed by the president, as provided by the constitution. They are, Mr. George

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W. H. Shield, Los Angeles, chairman; Professor John M. Hill, Indiana University; Mrs. Medora L. Ray, Washington Irving High School, New York City; Professor W. S. Hendrix, University of Texas, and Mr. G. Nelson Graham, Columbus, Ohio.

The Associate Editors of HISPANIA appointed for a term of three years are, Professor Federico de Onís, Columbia University; Professor Roy E. Schulz, University of Southern California; Dr. Alfred Coester, Stanford University; for a term of one year to fill unexpired terms, Sr. Julio Mercado, Commercial High School, Brooklyn, N. Y., to succeed Mr. P. B. Burnet, resigned; and Mr. Michael S. Donlan, High School of Commerce, Boston, to succeed Mr. Joel Hatheway, resigned.

The officers elected for a term of one year (except the secretary-treasurer, who serves two years) were those nominated by the nominating committee and whose names were published in HISPANIA for December, 1919. They are: President, Mr. Lawrence A. Wilkins; First Vice-President, Professor E. S. Ingraham; Second Vice-President, Professor Henry Grattan Doyle; Third Vice-President, Professor J. Warshaw; members of the Executive Council, Miss Matilda F. Allen, Mr. F. L. Phillips, Professor R. E. House, and Mr. Carl O. Sundstrom.

Because of the fact that according to the present provisions of the constitution a whole new executive council may be elected each year, thus risking the destruction of the continuity of plan and policy of the Association, it was proposed that Article IV, Sec. 2, of the Constitution be amended at the next meeting. This provides for a term of one year for all officers except that two years are set for the secretary-treasurer. This proposed amendment, signed by five members—Josephine Holt, Charles P. Harrington, Charles P. Wagner, Henry Grattan Doyle, and E. C. Hills—will provide a continuing element in the executive council that now exists in the editorial board of HISPANIA.

It reads as follows:

PROPOSED AMENDMENT TO THE CONSTITUTION

(To go into effect January 1st, 1921.)

ARTICLE IV. OFFICERS.

SECTION 2. Cancel present reading and substitute: "The term of these officers shall be as follows: for the President, Third Vice-President, and one of the four other members, one year; for the Second Vice-President, Secretary-Treasurer, and one of the four other members, two years; for the First Vice-President and two of the other four members, three years."

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An important interpretation of the By-Laws, Section 3, was adopted by the executive council, and later by the general assembly of the Association. This clarifies the financial standing of each local chapter. It reads as follows:

> WHEREAS, The financial relations between the local chapters and the Secretary-Treasurer are not fully defined by Section 3 of the By-Laws, which states that: "No dues shall be required in the local chapters unless the members so desire, and the expenses of a local chapter shall be met by the National Association up to an amount not to exceed 50 cents per member per year; *provided*, that expense account of said chapter has been approved by the Executive Council of the National Association"; therefore, be it
>
> RESOLVED, That the Secretary-Treasurer proceed as follows: During the month of February of each year he shall request each local chapter to send him a list of paid-up members. On the basis of this list he shall provide the local chapter with a fund for local expenses at the rate of 50 ecnts per member as provided by the Constitution. When the Treasurer of each chapter collects the dues of its members, he shall deduct the pro rata 50 cents before sending the amount collected to the Secretary-Treasurer. On December 1 of each year the expense account of each chapter shall be sent to the Secretary-Treasurer to be passed on by the Executive Council. In case of necessity, the Secretary-Treasurer in the month of December may call on the local chapters for their unexpended balances. In the matter of stationery, in order that the letter heads may be of uniform style, the Secretary-Treasurer will provide it, but charge its cost to the local chapter.

There was an interested discussion of the proposed coöperation with foreign agencies in providing members with opportunities for foreign study and travel. The president in his address explained what the Junta para Ampliacion de Estudios of Madrid, the University of Porto Rico, and the Ministerio de Instruccion Publica of Costa Rica offered in this way. The president was authorized to appoint a Committee on Foreign Study and Travel to take charge of the work of coöperating with these agencies. The committee named is as follows: Chairman, William Barlow, Commercial High School, Brooklyn, N. Y.; for Spain, Professor Federico de Onís, Columbia University; Sr. Joaquin Ortega, University of Minnesota, and Mrs. Mary P. Cox, Manual Arts High School, Los Angeles; for Porto Rico, Mr. M. A. Luria, DeWitt Clinton High School, New York, N. Y., and Mrs. Emma Pennock, Newton High School, Elmhurst, L. I.; for Costa Rica, Mr. Arturo Torres, Pan-American Union, and Professor Henry Grattan Doyle, George Washington University, Washington, D. C., and Mr. Wilkins, ex-officio. All who seek information or advice in preparing for a trip

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abroad should write to the chairman or to one of the members of this committee.

The standing committee to select honorary members, of which Professor Fitz-Gerald is Chairman, was continued for another year. Professor Fitz-Gerald reported by the letter to the President that the committee was engaged in selecting a successor to Ricardo Palma of Peru, whose death occurred during the year.

Professor J. Moreno-Lacalle, chairman of the Committee on Realia, reported progress and stated that a report would be ready for printing in HISPANIA in the coming spring.

Mr. Carlos F. McHale; chairman of the Committe on Scholarships in Spanish Countries, reported by letter to the president that results were difficult to obtain, that it had proved a hard task to interest influential business houses in this work. He asked that more New York City members be appointed to aid him, and these appointments will be made.

These committees were all continued for another year. We all know how difficult committee work of the kinds mentioned above proves to be. The president states that he would greatly appreciate offers from members to serve on these committees.

Many of the members lunched together in a private room of a restaurant near the place of the meeting. Arrangements for this luncheon were made by Professor Doyle who saw that nothing was lacking for the comfort and entertainment of the members of the association who attended the meeting.

In the evening a reception was tendered the members of the association by the Spanish-American Atheneum of which Dr. Guillermo A. Sherwell of the International High Commission, is president. Some two hundred persons were in attendance. After the presentation of all present to Mr. Wilkins, representing the association, a musical concert was given. Then Dr. Sherwell in a very happy manner welcomed the members of the association in the name of the Atheneum and Mr. Wilkins responded. The evening was spent in dancing, for which the Crystal Ball-room of the New Ebbitt Hotel, was excellently suited.

Sunday morning the beautiful building of the Pan-American Union was opened to our members through the courtesy of Mr. Yanes, the Assistant Director, who himself was present to receive the visitors. Mr. Arturo Torres, of the Educational Department

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of the Union, conducted the party through the salons and offices of the building. This experience provided a most fitting termination to the visit of our members to Washington.

The Pan-American Union offered through Mr. Torres to provide members of the Association with copies of the Bulletin of the Union in its Spanish version at the reduced price of twelve cents a number. This offer makes it possible for teachers to use this very valuable publication in the work of the class room. Those interested should address Mr. Arturo Torres, Pan-American Union, Washington, D. C.

ALFRED COESTER,
Secretary-Treasurer.

LELAND STANFORD JUNIOR UNIVERSITY

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THE PRESIDENT'S ADDRESS

[Delivered at the Third Annual Meeting of the Association, December 27, 1919, Washington, D. C.]

FELLOW MEMBERS:—For the third time since we became a national organization we meet together in good fellowship for the purpose of furthering the cause which we represent. Our first meeting was something of an experiment, carried on in the midst of war times and a coal famine, and on a blustering, bitter, winter's day. Our second meeting was held in the uncertain period following the armistice, when one scarcely knew what to look for next, which way to turn, what to plan for. Our members were many of them abroad; we had had difficulty in increasing our membership, but we had faith and confidence in ourselves and in the sureness of our eventual success.

We meet today under a favoring fortune. Our members have renewed their interest and courage—and have paid up back dues. New members have come in rapidly this fall. We are now nearly 1100 strong. The S. A. T. C. schools placed a damper on the teaching of Spanish. Young men were not given the opportunity to study Spanish in those schools; they had to choose French or German. But in the fall of 1919 we found that this condition had acted, apparently, only as a spur to greater interest in Spanish, for as soon as restrictions of the kind mentioned were removed, a veritable flood of students swept over the Spanish departments of the colleges and universities and only with the greatest effort could instructors be found in sufficient numbers to meet the demand for instruction in Spanish. If I have been correctly informed, there are this semester 400 first-year students of Spanish in the University of Minnesota, 450 in Indiana University, 600 in the University of Southern California, 800 in the University of Wisconsin, 1050 in Ohio State University, and 1100 in the University of Illinois. You could doubtless add to this list many similar instances in the college field. In the high schools a parallel growth is noted, though that growth, because it was not restricted by S. A. T. C. regulations, has extended over the last three or four years instead of manifesting itself in such overwhelming form at the beginning of the present scholastic year.

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These conditions do not call for exultation; neither do they call for loud lamentation—as some would have it. They do demand, however, very serious attention from us and from our Association. They demand our utmost efforts to improve the instruction in Spanish, both in the high school and the college. From college departments of Spanish are due still greater efforts to prepare Americans to teach Spanish, and from high school teachers is due an unceasing quest to improve themselves in both their knowledge of the language and of methods of teaching it; and especially is it desirable that these teachers, as well as college teachers, inform themselves as thoroughly as possible concerning the life, customs, and point of view of those peoples whose native speech is Spanish.

I am most happy to say that I believe all of our members are striving toward high ideals in such matters. What we need is time, patience, faith and persistence. It is not meet nor fit that we lament lugubriously, either in public or in private, over our shortcomings. Nor is it seemly that we exult in private or in public over the trend of events. We must not bury our heads, ostrich-like, in the sand and say either that all is well or that all is very, very bad. Let us face the facts, put our shoulder to the wheel and calmly, steadily, work. Work is our salvation. A tremendous amount of work is needed in the Spanish field of the modern language world. And let me record here—if I may be permitted such a comparison—that in my opinion, the teaching of Spanish in the secondary schools, at least, of this country, is not one whit worse than is the instruction in French.

Our present growing membership and our future expansion lie, I firmly believe, in the development of local chapters. Your president and secretary have given much time and effort to encouraging, this fall, the establishment of local chapters. We now have ten such local groups—New York City, Washington, D. C., Los Angeles, Northern California, Northwest (Washington state), New Mexico, Albuquerque, Salt Lake City, Kansas, and Chicago. This movement has been welcomed everywhere with great interest. Several more chapters will be in existence before the close of the year 1920. These groups serve not only to bring into the treasury more funds—no insignificant detail—but most important of all they form centers of interest and power whence radiates in countless ways the influence which will make our Association a vital, con

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structive force in modern language teaching in our country. In the coming year it is planned to seek the establishment of chapters in Porto Rico and Cuba, and possibly in other Spanish-speaking lands. But our main efforts should be centered in the United States. I ask each of you whom these words reach to ponder well whether you cannot undertake the establishment of a local chapter in your city or state. If in distant Salt Lake City a flourishing chapter of 34 charter members can be instituted within three short weeks of effort, why should not you who live and work in regions possibly more populous be able to do as well?

The meetings of local chapters serve as an occasion for the discussion of pedagogical and scholastic matters, for talks in Spanish by those fitted for such work, and for the forming of social and friendly relationships—all of which tend to give cohesion, enthusiasm and real benefit to those having a common interest in things Spanish. The New York Chapter holds contests for excellence in Spanish in secondary schools of the city and vicinity, in which prizes are given in the form of books. It has charge of the preparation of a traveling exhibit of Spanish material to be shown this spring in all the high schools. The editor of "La Tribuna," an interesting and valuable weekly, has offered a page for the use of the local chapter. This chapter is fortunate, of course, in having at hand a large number of distinguished Spanish-speaking persons, who gladly come to speak at its meetings. Don Vicente Blasco Ibáñez, and four of the members of the Spanish delegation to the International Labor Conference have addressed its members this fall. (A series of lectures by members is being planned for suburban communities.) These are a few only, of the activities through which a local chapter can make itself useful and influential.

Our committees have done good work. The Committee on Admissions and Correlation, of which Professor Waxman was chairman, presented at our last meeting a valuable report. A copy of this appeared in HISPANIA for March, 1919. Reprints were sent to the Committee on Admissions of practically every college and university in the country. So far as I know, no direct reply was received from any of these institutions, but possibly the fact that this fall nearly every college of importance in the East at least, has accepted Spanish on a par with French and German for entrance, is, in some measure, at least, due to the distribution of this report,

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in this way. Those who wish more complete information on the entrance requirements in modern languages of eastern colleges will find profitable the compilation of facts made by D. C. Rosenthal, printed in the November, 1919, number of the *Bulletin of High Points in the Work of the High Schools of New York City*. In two years more I expect to see Spanish fully established in its due place among entrance requirements.

The Committee on Selection of Honorary Members, of which Professor Fitz-Gerald was and is chairman, chose an excellent list of thirty eminent foreign Hispanists. To them has been sent an engraved certificate of honorary membership, signed by your secretary and president. The committee has now to select someone to fill the vacancy caused by the much-lamented death of Ricardo Palma, the eminent Peruvian writer.

The Committee on Scholarships in Spanish Countries, of which Mr. Carlos F. McHale is chairman, published in HISPANIA for May, 1919, a preliminary report. I am hoping that this committee may yet accomplish much good in securing the financial backing of banks and business houses engaged in Spanish-American trade to the end that we may send each year in the name of the association, one or two young men or women to study and work in Spanish-speaking countries. The work of this committee is as difficult as it is important.

The Committee on Realia, of which Professor Moreno-Lacalle is chairman, failed to make a report at out last meeting and I have asked that they report today. It is important that our members have abundant and reliable information on this very essential matter, the material recommended and available in teaching the "real things" of Spanish-speaking lands.

The war prevented hundreds of teachers of Spanish from going to Spain or Spanish-American countries to spend there their summer vacations, or longer periods, in study and travel, and in acquiring a first-hand knowledge of the foreign land. The war is over, in fact if not in theory, and these teachers are anxious to sail *con rumbo a España o a la Amćrica Española*. Some have suggested that our Association organize trips for teachers. One person even suggested we charter an entire ship bound for a Spanish port. I do not doubt that the ship could be filled to overflowing. But I hardly think the Association is ready to assume, or should be expected to assume, such a burden.

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We can, however, coöperate with other agencies in effecting these desired *romerías*. I shall cite three possibilities. First, Spain. Mr. Jose Castillejo, of the *Junta para Ampliación de Estudios* of Madrid, came to this country last spring as an accredited representative of the Spanish *Ministerio de Instrucción Pública*. He visited many colleges. As he left he sent a circular letter to the colleges of the United States, offering coöperation of a very sensible kind, between Spanish universities and those here. His plans were printed in HISPANIA for November, 1919. In passing, let me say, that none of our institutions have, as yet, taken up the ideas advanced by Mr. Castillejo. But Mr. Joaquín Ortega, who is now in Spain, absent on leave from the University of Minnesota, has written me recently that he has plans for taking a large party of American teachers to Spain next summer for study in the courses offered by the *Junta*. He returns in January and has stated that he will come to talk with me about this project. Those interested might wish to write me about this in February.

For several months I have been in correspondence with Commissioner P. G. Miller of Porto Rico, in regard to the establishment of courses for our teachers in the University of Porto Rico. On November 28th the trustees of that university adopted the following resolutions:

1. That for the purpose of coöperation in the general movement of securing properly trained teachers of Spansh the University of Porto Rico conduct a summer session of six or seven weeks, from July 5, 1920, to August 13 or August 20, 1920, at Río Piedras.
2. That the Board of Trustees grant the use of buildings, equipment and facilities necessary for giving this course.
3. That the Board of Trustees charge a tuition fee of $10 for the entire session.
4. That the Board of Trustees appoint properly qualified teachers from the regular instructional staff of the University and the staff of the Department of Education to give this instruction.
5. That the Dean of the Río Piedras Departments together with the Vice-Dean and the Chancellor be authorized to outline courses in Spanish Language, Grammar, Composition and Literature whose scope and method are adapted to the need of teachers and prospective teachers.
6. That the aforementioned committee be authorized to prepare and cause to be printed and distributed the necessary prospectus in order that the courses to be offered may be advertised as widely as possible.
7. That the President of the Board of Trustees be authorized to communicate with the Bureau of Insular Affairs with reference to securing transportation facilities for any teachers in the United States that may desire to take advantage of these courses.
8. That the Dean of the Río Piedras Departments be authorized to prepare a statement of boarding and rooming facilities in Río Piedras, Hato Rey and Santurce for prospective students.

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Commissioner Miller, in a letter transmitting to me these resolutions, says that it is cooler in Río Piedras in the summer than in New York or Philadelphia. A constant sea breeze keeps one very comfortable. He also says: "The greatest difficulty, I believe, is the matter of securing transportation to and from Porto Rico." But possibly the Bureau of Insular Affairs will be able to aid very materially in securing transportation for those teachers who would wish to attend these courses. The Commissioner asks that I give as much publicity as possible to this plan and I am very glad to do so.

Another opportunity for foreign study, an excellent one, in my opinion, and probably a less expensive one than a trip to Spain, is offered us by the Minister of Public Instruction of Costa Rica, Mr. García Monje. Mr. Arturo Torres, at present of the Educational Department of the Pan-American Union, and one of our efficient teachers of Spanish in the New York high schools, conferred with me the past year about establishing in Costa Rica such a school for American teachers. I encouraged him in the idea, and now we have a definite proposition before us. The Costa Rican government offers two buldings, the Liceo in San Jose, and the Escuela Normal, in Heredia, twenty minutes' ride from San Jose, and the necessary professors for the work that the summer courses may require. It will also provide playgrounds, dance-halls and facilities for visiting the different parts of the country. It is estimated that each teacher's expenses for board, excursions, etc., will amount to about $100 a month. This offer is made to us as an association. I ask you to discuss it today when we reach the head of "new business" and to act upon it. If you approve, a committee should be appointed to draw up the program of courses of study and make further arrangements. Mr. Lowrie, the passenger agent of the United Fruit Company, informs me that round-trip passage would be $225, thus bringing the total expense to from $425 to $500. This gentleman offers to issue such a circular as we may wish to draw up and to send it to all our members and to others whose names we might give.

A word about HISPANIA. The Executive Council has "with the advice and consent" of the secretary-treasurer, approved for the year of 1920 the continuation of the plan of publishing our lively journal six times during the year, with the proviso that the issue

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for November may be withdrawn if circumstances make it necessary. This will cost us about $2,300. Our energetic advertising manager, Dr. Erwin W. Roessler, has been a tower of strength to us financially in that he has secured contracts that will defray to a good extent that expense, probably $800 of it. That will help. But we all can help. We can seek new members. Every two dollars will go to make a better HISPANIA and permit the Association to make itself more useful. We shall have to limit, however, our numbers to 64 pages, if we publish six times a year.

An editor's task, I know from experience, is a more or less thankless one. He receives many a knock with seldom a boost. The editorial policy of the review is by now pretty well established. It seems, on the whole, to have been a wise policy. Beyond doubt, we like to believe, HISPANIA is at present the most alive modern language publication in the country. That it can be improved there is no doubt. It can best be improved by your contribution to its columns, serious scholarly or pedagogical contributions. Write *to* the editor. Tell him what you like or don't like. Write *for* the editor, and be philosophical if he returns your manuscript. But in any case, *write*. Send him material for *News and Notes*, if you do nothing else.

I have spoken of the need for new members. We had a Thousand-Member Drive. We got our thousand members. Let us make a drive now for fifteen hundred by the time we meet again. We can get them. And have you yourself thought carefully, about becoming a life member? We have eighteen at present. We should have fifty. Will you not be one of these thirty-two new ones? Annual dues, already paid in, may be counted toward payment on a life membership.

It might be in place here to recite some of the notable services of our members during the past year. If I did this subject justice, I should consume too much of our time. But I must refer to a few incidents. Our First Vice-President, Professor Schevill, on August 20, made an address before the *Sociedad de Menéndez y Pelayo* at its first meeting in Santander, Spain. This meeting was presided over by King Alfonso and was a notable occasion. Professor Ford's *Main Currents of Spanish Literature*, Professor Turrell's *Contemporary Spanish Dramatists*, and Professor Schevill's *Cervantes* are to be mentioned with much satisfaction when

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one speaks of scholarly publications. Many of our members have written timely and thoughtful articles for the educational journals. A generous tribute of thanks is due Professor Northup for his bibliographies published in HISPANIA. In the work of establishing local chapters much credit should be given Dr. Sherwell and Professor Doyle, Mr. Shield and Professor Schulz, Professor Umphrey, Professor Schevill, Mr. Montoya, Professors Roberts and Fitz-Gerald, Miss Domenge, Professor Owen, and Mr. Sundstrom.

In closing, let me publicly express my keen appreciation of the work of our efficient Secretary-Treasurer, Dr. Coester. He has handled promptly and in an orderly, business-like manner, the burdensome work of his office. He has given much time to his duties. A very large measure of our success is due to his efforts. Much to the regret of us in New York, he is leaving tomorrow to assume his duties as Assistant Professor of Spanish in Stanford University. I know I speak for you all when I express wishes for his complete success and happiness in the Golden West, the lure of whose sunshine and the hospitality of whose people, I had occasion to enjoy the past summer. I wonder not at his going. I wish also to express here my very sincere gratitude to the members of the Executive Council for their hearty coöperation and wise advice. They have been whole-hearted workers.

I come to the close of my term of offce, most happy in the fact that this Association is what it is. When three short years ago a few of us gathered in a small room in a Broadway hotel one Saturday afternoon and formed a Spanish Teachers' Association, we then little hoped, I think, that around that nucleus would grow the successful national society we have today. But dreams have a way of coming true when backed by faith and work. I feel extraordinarily happy and humbly proud today that in the first two years of the existence of our national society I have been your president. I thank you for the opportunity you have given me to be of service and assure you of my unlimited loyalty and devotion throughout the future.

LAWRENCE A. WILKINS

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EL ESPAÑOL DEBE ENSEÑARSE EN LOS ESTADOS UNIDOS POR RAZONES DE CULTURA Y POR MOTIVOS COMERCIALES Y SOCIALES

[Discurso pronunciado por el Hon. L. S. Rowe, Director del Negociado de las Repúblicas Americanas en el Ministerio de Estado de los Estados Unidos de la América del Norte, y Secretario General de la Alta Comisión Internacional, ante la Asociación Nacional de Maestros de Español, en la reunión anual celebrada en Wásnington el 27 de diciembre de 1919.]

Señor Presidente, Señoras y Señores:

Al recibir la honrosa comisión de dirigiros la palabra en esta mañana, graves pensamientos acudieron a mi mente y hondas vacilaciones agitaron mi espíritu. Acostumbrado a estudiar los problemas docentes desde la cátedra, han llegado a revelarme íntimas relaciones y aspectos escondidos que no llega a descubrir quien no pertenece al gremio magisterial. A estas relaciones y estos aspectos que vuestra rama particular de la enseñanza revela, se debe el que me halle ante vosotros listo para cumplir el fácil y grato deber de daros la bienvenida, pero temeroso de no poder deciros palabras proporciones a la magnitud de vuestra obra.

La propia ponderación de las materias que forman los programas de las escuelas secundarias y universitarias establece entre todas ellas relaciones de precedencia y de importancia que, dando a cada asignatura el puesto debido, hace a todas contribuir, sea al desarrollo armónico educativo del estudiante, o bien a la preparación especial del mismo para determinada línea de actividades. Aplicando el criterio sano que debe emplearse en la formación de los programas de enseñanza a la investigación del lugar que en ellos corresponde al idioma español, vemos que el estudio de esta lengua satisface fines de cultura general, a un mismo tiempo que encamina al estudiante hacia una acertada aplicación de sus facultades dentro de lineamientos especiales.

Estas consideraciones nos llevan a descubir tres principales fases de la enseñanza del idioma de Castilla: la fase cultural predominantemente educativa, la fase mercantil, y la fase social; estas dos últimas de carácter especial y privativo.

El repentino y enorme desarrollo que la afición al estudio del español ha adquirido en el último lustro ha cogido como de sorpresa

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no sólo a la sociedad en general sino, aunque parezca extraño, a muchos especialistas en la enseñanza de lenguas extranjeras. Y como toda cosa nueva encuentra resistencias, en forma de franca oposición o de pasiva inercia, la enseñanza del español ha tropezado con ciertos obstáculos que afortunadamente van desapareciendo y pronto serán cosa del pasado.

Hoy se ha demostrado hasta la evidencia, y ya lo aceptan hasta los más devotos partidarios de las otras lenguas extranjeras, que el español como expresión de cultura es digno de colocarse en primera fila entre los idiomas más perfectos del mundo. Su literatura riquísima, que tuvo una espléndida floración en los siglos XVI y XVII, no es una memoria que se cultiva por placer de erudición, sino un glorioso laurel que siempre reverdece y que hoy se decora con las mismas lozanías que ostentó en los tiempos de Cervantes y Quevedo. Como disciplina intelectual el aprendizaje del español es tan eficaz como el aprendizaje de cualquiera otra de las lenguas muertas o vivas, es decir que ningún fin de disciplina mental que puede obtenerse con la enseñanza de cualquiera otra lengua se deja de obtener con la enseñanza del idioma castellano.

A este valor cultural hay que agregar el valor comercial de esta lengua para los cuidadanos de este país. Nadie puede negar que desde este punto de vista, en la actualidad y en lo futuro ninguna lengua en el mundo puede competir con la lengua castellana, la lengua de todos los países que se encuentran al sur de nosotros, menos dos, pueblos que tienen sus mercados, sus inmensos recursos que apenas empiezan a explotarse y su grande potencialidad económica, invitándonos a relaciones más estrechas y mutuamente benéficas. La corriente comercial, el intercambio económico entre los pueblos del continente americano, tienen que asumir en un futuro no lenjano proporciones hasta ahora no soñadas. El conocimiento de las grandes oportunidades que se están presentando y habrán de presentarse para todos los jóvenes norteamericanos que posean el idioma español, ha sido uno de los factores más poderosos que han llevado a nuestras escuelas secundarias y a nuestras universidades esa oleada cada vez más grande de jóvenes ansiosos de aprender la lengua de nuestros vecinos.

Pero lejos de nosotros la idea de que solamente motivos comerciales hayan de acercarnos a los pueblos hermanos de América. Intereses más altos nos animan; propósitos más sagrados forman la

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esencia de nuestras nacionalidades; perspectivas más amplias descubrimos todos en los misteriosos horizontes de lo porvenior. La situación geográfica, los principios fundamentales de nuestras constituciones políticas respectivas, una herencia común de luchas para obtener la libertad y para establecer el derecho a buscar nuestra felicidad personal, en suma, cuanto en la actualidad significa la palabra América para los pueblos oprimidos ansiosos de vidas más altas y mejores, todo esto forma una liga poderosa que nos une a todos y que nos impone el deber de conocernos más íntimamente, para ser mejores amigos, para ayudarnos mutuamente con el desinterés producido por un espíritu de mutuo servicio, y para presentar un frente unido a todo cuanto significa opresión y miseria. Y este fin social, quizás el más importante de todos, no puede satisfacerse sin el conocimiento del idioma de nuestros vecinos.

No es, pues, de extrañar, señores, que haya yo sentido vacilaciones antes de acudir a esta tribuna. Vuestra misión es muy grande. Vuestras labores cuentan con el apoyo entusiasta y el aplauso sincero de todos los hombres que miran más allá de los estrechos horizontes del campanario de su aldea o de la hora en que viven. El Gobierno de nuestra Patria, en su labor de acercamiento hacia las demás naciones del continente americano, en la cual me toca desempeñar la modesta parte correspondiente a mi puesto de Director del Negociado de las Repúblicas Americanas, mira en vosotros a colaboradores activos y entusiastas, y confía en vuestras labores como en una de las ayudas más poderosas con que cuenta para realizar sus altos propósitos de concordia continental.

Igual confianza anima a la Alta Comisión Internacional. Esta organización continental, representada en cada nación americana por una Sección presidida por el respectivo Ministro de Hacienda y formada por los más prominentes economistas, banqueros y comerciantes del país, tiene entre los puntos de su programa el propagar la enseñanza del español en los Estados Unidos y del inglés en el resto del continente. Como Secretario General de ese Alto Cuerpo os tiendo una mano fraternal y os presento mis votos por el éxito más feliz en vuestro trabajo.

Representáis una realización muy bella y una esperanza más bella todavía. ¡Que vuestra fe no desmaye enmedio de las contrariedas propias de vuestra noble profesión! Mientras más ardua es la lucha más dulce es la victoria, y sólo llegan a saborear en toda su perfección los frutos de su trabajo los que a la energía física unen la luz de la inteligencia y el calor de la fe.

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REMARKS OF MR. FRANCISCO J. YANES

[Remarks of Mr. Francisco J. Yanes, Assistant Director of the Pan-American Union, before the American Association of Teachers of Spanish, Washington, D. C., December 27, 1919.]

Podéis consideraros, señoras y señores, doblemente afortunados en esta ocasión, porque gozáis de la rara y buena fortuna de oír a personas tan autorizadas como las que me han precedido, y de tanta representación como las que me han de seguir. Y si a esa autoridad en materias profesionales y a esa representación oficial, añadís en unas y en otras la competencia incuestionable que las distingue, tendréis que para la Asociación Americana de Maestros de Español éste debe ser un día de días. Me toca a mí, que ni a una ni a otra clase pertenezco, servir como de puente entre unos y otros; pero, para mutua tranquilidad, podéis contar con que el puente no será largo de pasar.

Hemos oído al Dr. Collier, presidente de esta importante institución docente que os acoge en su recinto, quien reune a sus reconocidas dotes de discreto diplomático, las de erudito, versado en la lengua y la literatura españolas, alma que aprecia el genio de esa raza descubridora y primera pobladora de pueblos en este nuevo mundo. Nos ha hablado el Dr. Rowe, otro distinguido educacionista, internacionalista de fama, panamericanista esforzado y sincero, conocedor de cerca de los problemas de los pueblos de habla española de América, cuya lengua maneja con singular propiedad; y después habéis de deleitaros en oir la palabra dos veces autorizada del Excmo. Señor Riaño, Embajador de España, representante nato de aquella tierra de héroes y leyendas, músicas y flores, alegrías y sacrificios, que al implantar el pendón de Castilla en el Nuevo Mundo, sembró un puñado de pueblos que llevan en el corazón el orgullo y la hidalguía de la Madre Patria, que les dejó su sangre y su lengua como precioso legado. Y le seguirá en el uso de la palabra el Excmo. Señor Dr. Varela, maestro de la lengua y la oratoria, jurisconsulto, parlamentario, educacionista, internacionalista, Ministro del Uruguay, país típico de las virtudes de nuestra América Hispania, donde abundan los grandes hombres como abundan las riquezas naturales de la tierra.

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Hace un año tuve el honor de dirigiros la palabra en Nueva York, y no puedo considerar sino como muy grata la coincidencia de que hoy me toque en suerte hablaros otra vez; y de que oportunidad sea para daros, en mi carácter de Jefe de la Sección de la Unión Panamericana, la más cordial bienvenida a esta capital. En aquella ocasión, considerándome como uno de vosotros, os dije una palabra de aliento para animaros a continuar en vuestro noble empeño de difundir el conocimiento de la lengua castellana, eslabón importante en las relaciones de este gran pueblo con la mayoría de sus vecinos de nuestro hemisferio. Y es importante no sólo como vehículo del comercio e intérprete de las necesidades industriales, sino como elemento de cultura, portador de progreso, llave que abre las puestas de la historia, la literatura, la civilización, la psicología, en fin, de naciones casi desconocidas, aunque vecinas; elementos todos que son base de la amistad cordial, las relaciones francas, la admiración y el cariño mutuo entre los hombres así como entre los pueblos. Porque no se conoce la lengua, no se comprende el hombre; o para decirlo en la hermosa frase de discreto diplomático de uno de nuestros países americanos, que con la generosidad del pensador me ha permitido usar sus palabras como mías, "la ignorancia del idioma establece la zona del silencio."

La obra a la cual consagráis vuestros esfuerzos, si en cierto modo ingrata—como toda labor docente—tiene también sus dulces triunfos, cuando se palpan resultados satisfactorios.

Me permitiréis un paréntesis: estuve por decir resultados positivos, pero como en esta edad del mundo lo único positivo es el dinero y éste, *rara avis*, muy escasamente está al alcance de los que se dedican a la noble misión de la enseñanza, preferí echar mano de otro vocablo, que como la Caridad cubre multitud de pecados. Nunca fué bien remunerada la tarea del maestro, que parece entrar en la categoría de aquellas artes que el incomparable crítico español Don Mariano José de Larra define como "medios de vivir que no dan que vivir." Y ¿qué diría el bueno de Larra si resuscitara y viera que un mal albañil, que un triste remendón, reciben por una hora de pésimo trabajo tanto o más do lo que un buen maestro gana en un día de sudores y amarguras? Pero como esto no hemos de remediarlo aquí, porque no es ésta una de tantas conferencias del trabajo, lo mejor es cerrar el paréntesis, no sin desear antes que a cada uno de vosotros toque algo de los millones que Rockefeller, a guisa de "Santa Claus," anda repartiendo.

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Si de suyo un tanto ingrata vuestra labor de maestros, decía, más ha venido a serlo en estos últimos años en que, con el impulso que se ha dado al estudio del castellano, y el grande éxito con que se ha extendido por todos los Estados Unidos, se han despertado rivalidades y se ha lanzado la semilla de la discordia, que cayendo en campos abonados por la ignorancia o la mala fe, ha producido malezas que entorpecen el camino antes expedito.

Mejor que yo sabéis a que obedece ese plan, y también sabéis quiénes fueron sus autores. Si como buenos ciudadanos muchos de entre vosotros fuisteis a los campos de batalla de Europa y vencisteis al enemigo, bien, podéis vencer a este otro enemigo en vuestro propio suelo. La peregrina ocurrencia de que el castellano no tiene el valor cultural y disciplinario de otras lenguas vivas—el alemán, por ejemplo—apenas merecería ser refutada, si no fuera porque, merced al impulso de un espíritu de ociosa repetición, ha ido tomando proporciones serias hasta el punto, según entiendo, de haberlo hecho valer con algún éxito en Nueva York. ¿Tienen el latín y el griego clásico lenguas muertas—valor cultural y disciplinario? Y ¿por qué negárselo al castellano, por cuya estructura corre, por decirlo así, sangre de aquellas lenguas muertas, al español, lengua viva de 80,000,000 de seres humanos; lengua de 18 países libres, independientes, en este hemisferio nada más, colaboradores del progreso humano en todas sus fases, países cuya gloriosa historia y abundantísima literatura, si no se conoce es por ignorancia, no porque no existe?

Y si lo miramos desde el punto de vista práctico—ya que todo ha de medirse en dólares—¿por qué no ha de tener ese valor cultural y disciplinario la lengua de 18 países de América, cuyo comercio con los Estados Unidos alcanza a $2,000,000,000 y va aumentando cada día, y aumentará más cuando los americanos empleen los mismos métodos comerciales que con tanto éxito han sabido explotar por años las alemanes, principalmente.

¿A qué se ha debido en mucho la supremacia alemana, franceca e inglesa en el comercio hispanamericano? ¿No sería a que los representantes comerciales de aquellos grandes centros de producción que iban a la América hispana conocían, casi en su totalidad, el castellano, y con esto los usos, costumbres, modalidades y cultura de nuestros pueblos?

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No voy a ocupar más vuestro tiempo. Mi misión es tan sólo daros la bienvenida en nobre de la Sección de Educación de la Unión Panamericana, y así lo hago gustosísimo. Pero, esta bienvenida debe tener también algo de más personal, y así deseo expresar aquí mi gratitud muy sincera a nuestro distinguido e infatigable presidente, el Sr. Wilkins, por la uniforme buena voluntad con que siempre ha atendido a las muchas solicitudes que le he dirigido por datos valiosísimos para la Sección de Educación, y hago también extensivas a sus excelentes colaboradores estas palabras de agradecimiento.

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ADDRESS OF SPANISH AMBASSADOR, SEÑOR DON JUAN RIAÑO Y GAYANGOS

[Delivered at the Third Annual Meeting of the Association, December 27, 1919, Washington, D. C.]

SEÑORES: Mi distinguido amigo, Mr. William Miller Collier, Presidente de la George Washington University, en elocuentes frases os ha dirigido un saludo de bienvenida. A él me asocio cordialamente, asegurándoos que experimento una íntima satisfacción al encontrarme entre vosotros, y al demostrar con mi presencia la simpatía y la admiración con que España sigue la obra que estáis realizando.

No son para mí desconocidos vuestros esfuerzos; pues ya en el año 1917, cuando "The American Association of Teachers of Spanish," estaba comenzando sus trabajos, tuve la grata ocasión, con motivo de una reunión que se estaba celebrando en la "Hispanic Society of América," de dirigiros breves palabras para aseguraros que España, no solamente acogía vuestros ideales con sincera simpatía, sino que estaba dispuesta por todos los medios a su alcance a secundarlos y a contribuir a su feliz realización.

Sorpresa y admiración grandes me ha causado el desarrollo que vuestra obra ha adquirido; pues aún en este país, tan colosal por su acometividad y tan admirable por la facilidad con que se llevan a término proyectos que para otros serían irrealizables, no puede por menos de asombrar la magnitud que ya han alcanzado vuestros esfuerzos. Verdad es que habéis trabajado en terreno fértil, y que la opinión pública desde el primer momento os ha prestado su decidido e incondicional apoyo, pues el admirable sentido práctico de esta gran Nación, que tan poderoso influjo ha ejercido en el desarrollo y desenvolvimiento de vuestra empresa, ha visto desde sus comienzos los beneficios materiales e inmediatos que el conocimiento del idioma español debía reportar a Norte América en sus relaciones comerciales con España y las Repúblicas Hispano Americanas. Y tan evidente y tan manifiesto es que a tal idea ha respondido el éxito de la "American Association of Teachers of Spanish," que no creo necesario insistir sobre el asunto.

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Pero si quisiera referirme a otros beneficios do orden moral que vuestra labor está llamada a realizar, ejerciendo poderosa influencia en esta nación.

Vuestros estudios no habrían de limitarse al conocimiento de la gramática; sino que deberíais llegar a empaparos en los clásicos castellanos y, al estudiarlos, aprender lo que fué España en el siglo XVI y principios del siglo XVII, para divulgarlo después en vuestras enseñanzas.

Tarea larga y superior a mis fuerzas sería el intentar haceros un resumen de aquel grandioso período de nuestra historia, la edad de oro de nuestras letras y de nuestras ciencias que llevó a España al apogeo de su grandeza, colocándola a la cabeza de Europa. Pero aunque sea solo en un mero apunte, no quiero dejar de parar un instante la vista sobre aquellas glorias pasadas para señalaros su existencia y recomendaros su estudio. Grande, hermoso, era el cuadro que ofrecía entonces España; mientras sus armas se cubrían de gloria en la Europe entera, genios como Hernán Cortés, Pizarro y Balboa hacían resonar en le Nuevo Mundo las trompetas de la victoria; y mientras con las armas se acumulaban territorios bajo el cetro de Castilla, los sabios españoles asombraban al mundo entero en el Concilio de Trento. Los poetas y escritores producían obras que formaban escuelas en que las demás naciones se inspiraban; y en las artes, y en la industria, y en el comercio, el genio español predominaba.

El movimiento literario iniciado durante el Reinado de Isabel I de Castilla y Fernando II de Aragón, llego a la cumbre de su esplendor en los reinados siguientes; contribuyendo mucho a fomentarlo las academias poéticas formadas en tiempo de Carlos V. Distinguiéronse entre otras la que tuvo en su casa Hernán Cortés, la del duque de Alba, a la que concurría Garcilaso, con muchos otros, y la "Imitativa" creada en Madrid a fines del siglo XVI.

Las bibliotecas eran numerosísimas; y ocupación predilecta de nobles y ricos, la formación de admirables colecciones.

La Instrucción, se extendió de un modo extraordinario; creándose en pueblos y ciudades colegios perfectamente preparados para la enseñanza del latín y las Humanidades. Fundáronse entre los años de 1520, en que ve la luz la Universidad de Toledo, y 1551 en que se erigió la de Méjico, trece Universidades, en las que gozaba el claustro de profesores de más privilegios que en todas las demás

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de Europa. La lengua castellana brillaba como el Sol en el mundo entero; y bajo las plumas de oro de nuestros innumerables sabios su estudio se generalizaba en forma tal que llegó a rivalizar con el latín. Se hablaba castellano en casi toda Europa; existían no pocos teatros españoles en el extranjero, y muchos eran los extranjeros que escribían en castellano. Brillaban teólogos como Melchor Cano, Fr. Luis de León, Fray Luis de Granada y el famosa jesuita Maldonado que asombró a la Universidad de París; brillaban los místicos como el Beato Juan de Ávila y Santa Teresa de Jesús; brillaban los novelistas. Al caer en desuso los libros de caballería, a fines del siglo XVI, son reemplazados por las novelas pastorales que poco tiempo después son sustituidas por la novela cómica o picaresca; género en el que se hallan Diego Hurtado de Mendoza, autor del admirable "Lazarillo de Tormes," y sus imitadores; Mateo Alemán, Jerónimo de Salas Barbadillo, Luis Velez de Guevara y Quevedo. Pero la paternidad de la forma definitiva de la novela estaba reservada a un genio cuyo nombre no es posible pronunciar sin sentir la más grande emoción; al héroe que supo perder el brazo izquierdo peleando en Lepanto por la fé, y escribir después con el derecho la obra más grande de la literatura española, inmortalizando su nombre y nuestra lengua.

¡Gloria a Miguel de Cervantes Saavedra! ¡Gloria al Príncipe de los ingenios españoles! ¡Gloria a "Don Quijote de lan Mancha," que no es el libro de España sino la obra de la humanidad!

Brillaban los filósofos; brillaban los pintores, los doctores, los economistas, los médicos, los matemáticos, los historiadores, los poetas, los humanistas y por último una pléyade sin rival, admirada y venerada hoy por todos los pueblos de habla castellana que fulguraban con los destellos del genio; los clásicos del teatro español.

Permitidme, Señores, que al evocar su recuerdo mi pensamiento se recree con nombres tan preclaros como los siguientes; El sevillano Lope Rueda; fundador del teatro español; Juan de la Cueva, autor de algunas comedias de asuntos históricos, que se distinguió por su empeño en harmonizar las reglas del arte clásico con los usos de la época; pero cuyos esfuerzos, a pesar de ir unidos con los del inmortal Cervantes, no lograron el ideal apetecido; Lope de Vega, asombro de talento, que supo consignar en su teatro toda la ciencia de su época; maravilla de fecundidad que produjo 1,800 comedias y 400 autos sacramentales y al cual estaba reservada la gloria incom-

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parable de llevar el teatro español a la cúspide de su grandeza. Muchos fueron los imitadores de Lope, entre los que deben citarse a Zárraga, Juan Pérez de Montalván, Guillén de Castro, autor de "Las Mocedades del Cid," y Luis Velez de Guevara; Tirso de Molina, otra gloria del teatro español, superior a Lope de Vega en la fuerza cómica y que con Agustín Moreto, autor de las obras mas ricas de nuestra dramática, y con el moralizador y nunca bastante admirado Juan Ruiz de Alarcón, forma un triunviro admirable del reinado de Felipe IV. Y para terminar, guardo el nombre del Príncipe de nuestros dramáticos; Don Pedro Calderón de la Barca, que sumó todas las cualidades de la época. Sus héroes respiran amor, honor y devoción, resplandeciendo en sus obras la fé y los sentimientos tiernos o caballerescos.

Pero basta de recuerdos de pasadas glorias. Inclinémosnos en profunda reverencia ante los que engrandecieron el nombre de España; pero saludemos también a la generación presente y a las futuras que, educados por las enseñanzas de tales maestros, preparan la segunda edad de oro, en la que la España del siglo XVI, purificada por la corriente santificadora del tiempo y por las lecciones de la historia, adquirirá el lugar que por su tradición y por su desarrollo le corresponde en todas las actividades humanas.

Expuesta en un índice mínimo la idea de lo mucho que España os ofrece, paso a señalar en grandes trazos los medios de que dispondréis para deleitaros en el estudio del pasado.

La aproximación intelectual de los pueblos es la senda mas segura para la conquista de los ideales modernos; y celosos de ella España y su Gobierno se han esforzado en fomentar y desarrollar su acercamiento a este grandioso país, campo abonado para cuanto sea progreso y beneficio de la humanidad.

En su deseo de aumentar la cooperación intelectual entre nuestros dos países, la Junta para Ampliación de Estudios de Madrid dispuso que su Secretario Sr. Dn. José Castillejo viniera a los Estados Unidos para estudiar sobre el terreno los medios conducentes a la realización de este fín. El Sr. Castillejo ha pasado aquí gran parte del último verano. Ha aprovechado el corto tiempo de que disponía para visitar las principales Universidades del Este y del Middle West, no habiendo podido, desgraciadamente, extender su viaje al Extremo Oeste y Sur de los Estados Unidos por falta material de tiempo.

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Durante su estancia en este país, ha hecho activa propaganda de los ideales de la Junta para Ampliación de Estudios, exponiendo las facilidados que dicha Junta está dispuesta a conceder a todo ciudadano Americano que quisiera ir a España a realizar investigaciones científicas, o estudios literarios, poniendo a su disposición sus claustros de enseñanza y sus mas connotados profesores.

Entre los primeros son dignos de citarse la Sección de Filología y Literatura del Centro de Estudios Históricos, bajo la dirección del Profesor Don Ramón Menéndez Pidal, cuya autoridad y competencia en esta materia son universalmente reconocidas. Esta Sección organiza durante el verano, el invierno y la primavera, cursos trimestrales de Gramática, Fonética y Literatura españolas, todos ellos especialmente destinados a extranjeros.

Sostiene también cursos especiales a fin de preparar maestros y graduados universitarios españoles que deseen enseñar Lengua y Literatura Españolas en Escuelas o Universidades extranjeras, y los alumnos más distinguidos en estos cursos son enviados después, a otros países cuando se reciben peticiones de maestros o lectores de español. Varios jóvenes formados en esas enseñanzas desempeñan ya puestos en algunas Universidades y Colegios de los Estados Unidos.

Desea la Junta para Ampliación de Estudios, si las Autoridades Norte-Americanas lo consideran conveniente, organizar permanentemente en Nueva York y extender a otras ciudades, cursos de lengua, historia, literatura y vida españolas, especialmente destinados al profesorado Norte Americano que se dedica a la enseñanza del español, o a los graduados de las Universidades Norte Americanas que deseen ampliar sus estudios. Hechos estos cursos por un personal que periódicamente se renovara, ofrecerían los puntos de vista más variados de la cultura española.

Las secciones de Historia del Arte Español que hacen y publican trabajos de investigación acerca de teseros artísticos poco conocidos o épocas y estilos casi inexplorados, ofrecen un especial interés para los extranjeros deseosos de estudiar estas materias.

Una Comisión de Investigaciones Paleontológicas y Prehistóricas está explorando los numerosos tesoros de España. El descubrimiento de nuevas pinturas prehistóricas en cavernas y al aire libre, ejemplos de las mas antiguas creaciones artísticas de la humanidad, atraerá la atención de los especialistas extranjeros, a los cuales se admitirá a colaborar en los trabajos que se realicen en esta materia.

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Para solucionar los problemas materiales de la vida, la Junta para Ampliación de Estudios sostiene en Madrid Residencias para Estudiantes de uno y otro sexo, las cuales recibirán con gusto a los jóvenes Norte Americanos que quieran familiarizarse con la lengua española y busquen ocasión de trato social.

Forma parte del importante programa de la Junta invitar a algunos Profesores y hombres científicos Norte Americanos a dirigir en Madrid cursos de investigación en Laboratorios a fin de enseñar los métodos modernos a pequeños grupos de graduados Españoles. El éxito de estos cursos podría hacer pensar en una forma de colaboración e intercambio permanente para el cultivo de las ciencias, cuyo influjo traspasaría la esfera teórica provocando una relación estrecha entre la industria Norte Americana y la Española, que no podría por menes de redundar en beneficio material de ambos países.

Ya veis, pues, que el Gobierno que tengo la honra de representar dedica señalada atención al estudio de los medios más apropriados para conseguir que la cooperación e intercambio intelectual con los Estados Unidos se establezca sobre bases sólidas y duraderas. Y el hecho de que la Junta para Ampliación de Estudios que preside el Dr. Ramón y Cajal, una de las personalidades científicas mas importantes de la era en que vivimos; y el que dicha Junta esté compuesta por individuos que en politica militan en los bandos más opuestos, escogidos entre el elemento intelectual de España, revela la importancia que allí se da a esta obra y que se hace un supremo esfuerzo en favor de los ideales que se persiguen.

La figura de los trovadores que al entonar sus trovas creaban palabras nuevas para el idioma y nuevas formas para la poesía, desapareció con el feudalismo, como cayeron más tarde en desuso aquellas juntas literarias celebradas a la sombra del laurel de Apolo; pero el lema bajo cuyo amparo se engrandeció en ellas la poesía y resplandeció el verbo, nunca debe morir. Escribidle en vuestros corazones para que sea el faro que os guíe en vuestro derrotero.

Trabajad por la *patria;* y unid a su nombre el de la mía, pues no debéis olvidar que España es la madre de América; trabajad con fe, ques sin fe no hay gloria; trabajad con *amor,* que el que ama vence. Y triunfaréis; pues no será vencido quien lleve escritas en su alma las palabras: "*Patria, Fe, Amor.*"

He dicho.

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THE LOCAL CHAPTERS

(The historiographer has made every effort to secure reports from all the local chapters. Local secretaries are urged to send in news of all activities promptly.)

THE NEW YORK CHAPTER

At the meeting of November 8 Señor Vicente Blasco Ibáñez addressed the chapter, discussing the attitude of the Spanish novelist toward his fellow citizens. He showed how Spanish literature differed from that of other languages in that the novel preceded every other form of literary expression. The average novelist of Spain is not a professional novelist but a man of the world who has accomplished tasks of a real worldly nature and who writes only when he has a real message to give to the world.

Señor Ibáñez termed the teachers of Spanish of the United States the evangelists of Spanish culture in this country.

A special meeting of the Chapter was called for December 6, at Mines, Columbia University. The members of the Spanish Commission to the International Labor Conference in Washington, D. C., made brief speeches. The Commissioners are representative public men of Spain, nearly all Diputados a Cortes and prominent in the educational work of the Peninsula.

Professor Federico de Onís of Columbia University introduced each speaker. The first address was by Don Fernando de los Rios, a native of Andalucia, professor in the University of Granada, elected by the people Diputado a Cortes. Señor de los Rios explained that in the teaching of the language of a country we teach the spirit of the race, and he advised coöperation among different nations rather than competition.

Señor Gasgon y Marín, an Aragonese, also a Diputado a Cortes professor in the University of Madrid, and Minister of Public Instruction, spoke of the purposes of the International Labor Conference. He showed how all countries are anxious to expand, but first of all nations must understand one another.

The third speaker, a native of Asturias, is identified with sociological problems; formerly of the faculty of the University of Oviedo, then of the University of Madrid. Señor Posada stated that if the

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United States would unify the spirit of Pan-Americanism it could have no better instrument than that of Spain.

A most pleasing talk was then given by the Vizconde de Eza, president of the Instituto de Reformas Sociales, who declared himself only a man of action in the service of public reform.

CHICAGO PLANS EFFECTIVE WORK

The Chicago Chapter of the American Association of Teachers of Spanish was organized on December 6, 1919. The following are the officers for this school year: President, Dr. Carl O. Sundstrom, Lake View High School; Vice-President, Mrs. Anna N. McDonald, Lane Technical High School; Secretary-Treasurer, Mr. E. L. C. Morse (principal), Phil Sheridan School; Corresponding Secretary, Miss Edith Cameron, Waller High School. The association is to hold six meetings a year, corresponding with the months in which HISPANIA is issued. It was decided that all program numbers shall be in the Spanish language and that the subject matter shall be selected with a view to inspirational value for the members as teachers of Spanish and as students of Hispanic life and civilization. The program of the first meeting, which took place on January 10, 1920, included four interesting *conferencias: Vitalizing Literature,* by Mr. E. L. C. Morse; *Argentina,* by Miss Jessie L. Marsh; *Chile,* by Miss Cecelia M. Brennan; *Porto Rico,* by Mrs. Josappre.

Miss Brennan represented this chapter at the Conference of the American Association of Teachers of Spanish at Washington, on December 27.

NEW MEXICO TO HEAR IBÁÑEZ

In connection with the State Teachers' Association in convention at Albuquerque, Thanksgiving week, the New Mexico State Chapter of the American Association of Teachers of Spanish held a most interesting meeting. Governor O. A. Larrazolo, who was so active in the organization of the chapter during the Spanish Conference held last July at the New Mexico Normal University, Las Vegas, was present and spoke briefly to the teachers.

The Albuquerque Sub-Chapter, that very enthusiastic body of Spanish teachers that organized a local chapter at Albuquerque on October 13, 1910, gave a program of particular interest on the evening of December 10 at the Albuquerque High School Audi-

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torium. Dr. Roscoe R. Hill, formerly of the faculty of Columbia University, now professor of history in the State University, gave a very instructive illustrated lecture on "Spain." The second speaker was Señor José Candelaria. The program was varied by musical numbers. Señor Perches Enriquez, the Mexican composer from Chihuahua, Mexico, at the piano and Srta. Yrisarri singing in Spanish. Among the latter's selections was the state song, "Oh, Fair New Mexico."

The Albuquerque chapter has arranged for a lecture by Vicente Blasco Ibáñez on January 19, 1920.

THE SEATTLE CHAPTER

On January 10, 1920, the flourishing chapter of the Northwest held its third regular session since organization at Denny Hall, University of Washington, under the presidency of Professor George W. Umphrey.

NORTHERN CALIFORNIA CHAPTER

The first meeting of this chapter for the present school year was held in the San Francisco Public Library on the 24th of November. Professor Schevill of the University of California gave a most interesting illustrated lecture on Spain. This was followed by a general discussion on Spanish text-books.

The Northern California Chapter is making plans for a reception and banquet to don Vicente Blasco Ibáñez when he arrives in San Francisco early in February.

SALT LAKE CHAPTER ORGANIZED

A strong and active chapter of our association was organized in Salt Lake City, Utah, early in November.

The chapter started with a membership of 34. The officers are: President, Miss Mathilde Domenge, Salt Lake City High School; Vice-President, Professor G. Oscar Russell, who has just returned from two years of service in the American Embassy in Madrid; Secretary-Treasurer, Mr. Charles H. Miles; Corresponding Secretary, Miss Ina N. Nichols. The chapter is called the "Salt Lake City Chapter."

GRACIA L. FERNÁNDEZ

NEW UTRECHT HIGH SCHOOL,
BROOKLYN, N. Y.

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REVIEWS

Primer Libro de Lectura, by Gertrude M. Walsh. D. C. Heath & Co., 1919. XII + 119 pp.

The author states in the preface that this book is intended for very early reading. She desires "to vitalize the language by relating it to the pupil's own experience and activities." Two methods are used to aid in acquiring a vocabulary: "First, the employment in each lesson of many words associated in idea, and second, the grouping in a formal word study of words according to their derivation." In order to accomplish the best results the author uses only the present tense in the first seven lessons and omits the dependent subjunctive throughout the book. She urges the importance of phrases and recommends the memorizing of all idioms, locutions, proverbs, and poems. The amount of reading material is purposely small in order that the book may be completed in a short time and interest sustained by changing reading matter.

There is a brief introduction on "How To Study Words," in which various principles of language growth, word building, prefixes, suffixes and word families are noted.

There are twenty lessons dealing with the family, the class-room, meals, a visit, the telephone, traveling, shopping and other every-day affairs. A slight thread of continuity is afforded by the use of the same characters. The lessons are written in extremely simple Spanish, too simple, of course, to be entirely natural. However, it is only through this simplicity that we avoid the well-known difficulties of Spanish grammar and idiom. In mastering the twenty lessons the student will acquire a working vocabulary for later use in more natural and, therefore, more difficult Spanish.

There are a few footnotes on various idiomatic expressions. These notes are perhaps too few and too brief; despite the advantage of brevity a little further explanation would be serviceable. Thus, on page 53, *¿Qué hora será?* is translated "I wonder what time it is." An explanation of the tense would not be out of place. In other cases something more than mere translation is desirable.

Each lesson is accompanied by conversation, exercises, directions, idioms, proverbs, and material for word study, all carefully presented to supply material for practice of the reading matter.

The material for conversation is divided into two parts, i. e., questions dealing with the reading matter of the lesson, and questions intended to relate the student's own experiences to the subject matter read. There are few questions of the second type, and teachers should add to them, for questions not seen in print by the student are the most effective. The conversational matter is followed by idioms and proverbs to be memorized.

The exercises are of two types. Some consist of general directions to reread or rewrite the text of the lesson with various changes, to make lists

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of words of related meaning, to draw plans of rooms with furniture, etc. The general directions are written in Spanish and, unless practically the same as previous directions, are translated in footnotes. The teacher may have to explain the dependent subjunctive when it is used in these directions. The exercises are varied sufficiently to prevent monotony. The making of word lists is a commendable feature and should effectively increase the student's active vocabulary.

The second type of exercise consists of sentences written partly in Spanish and partly in English. The English portion, always illustrative of some useful construction or idiom, is to be put into Spanish. This is a valuable drill, but it might well be varied from lesson to lesson by occasionally substituting blanks to fill, or Spanish model sentences to imitate. At the end of the book there are twenty sets of English sentences to be translated.

Each lesson is concluded by a study in *familias de palabras*. Under Latin words (two in each lesson; there is one Greek word) are collected Spanish derivatives. In lessons subsequent to the first, two words (usually Spanish, not Latin) are suggested to encourage continuation of the study of derivation. In supplying this valuable material Miss Walsh might well have introduced some untechnical remarks on Spanish phonology. On page 76 she does state that Latin *ct* regularly becomes *ch* in Spanish. She might have explained, on page 8, prosthetic *e* before Latin initial *s;* on page 29, *h* instead of Latin initial *f;* on pages 44 and 63, the changes from accented short *o* and *e* in Latin to *ue* and *ie* in Spanish.

The book contains five illustrations of rooms or scenes described in the lessons. These pictures may be utilized for vocabulary practice. Such seems to be the purpose in question 23, page 11. However, there ought to be more pictures, perhaps one in each lesson. It is unfortunate that two pictures appear in lesson 3; the picture of the kitchen would be more appropriate in lesson 6.

A few trifling misprints have been noticed in the book.

The most distinctive feature of Miss Walsh's book is the attention to word study, on principles laid down in the preface. This feature, the simplicity of the book, its brevity, drill work, and careful grading should commend it for use in first-year high school classes, especially in the Junior High School.

Easy Spanish Reader, by Joel Hatheway and Eduardo Bergé-Soler. New York, The Macmillan Company, 1919. XI + 386 pp.

In the preface we find that this book is designed to furnish "a very large amount of easy reading," and that the material "should deal with the ordinary experiences which enter into the lives of the pupils by whom the book is to be used." The authors state that the book is intended to be as easy as possible without being wooden or unidiomatic; difficult or rare idioms are avoided; tenses are introduced one at a time and in order; each lesson illustrates some special topic in grammar; the dependent subjunctive is omitted altogether; pronouns of address are limited to the formal type.

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The text is very long. Including questions and exercises, and excluding the vocabulary, it covers 302 pages, and of this amount by far the larger part is reading matter. The text narrates some everyday experiences of a group of high school boys and girls. These experiences are divided into four sections, dealing with spring, summer, autumn and winter. We find scenes in school, a visit to a farm, a trip to New York, life in summer camps, a Fourth of July parade, carpentry, masonry, autumn scenes in school and country, a snowball fight, tobogganing, and so on. The material does not exactly form a story, but it does describe scenes quite possible in the experience of young people. Much informational matter is introduced by various devices. Thus, the farm scenes lead to explanations of agricultural activities. The introduction of informative matter by such a device is somewhat artificial. To this objection it may be answered that vocabulary of real value is introduced by this means.

Apparently the text has been composed entirely by Messrs. Hatheway and Bergé-Soler. They have succeeded remarkably well in providing readable matter with a large and varied vocabulary, much dialogue, interesting episodes and repetition of common words and constructions. It would be too much to expect that selections such as these should sound altogether like natural Spanish. They have been collected to prepare the student so that he may later undertake the reading of natural Spanish. In some places the language might be improved; a certain stiffness and too close correspondence to English idiom are now and then observable. Thus, page 22, line 13, *¿En qué consisten?* is less natural than *¿Cuáles son?*; page 35, line 14, and elsewhere in the book, *las personas* might give place to *se*; page 44, line 22, *tenían que* would better be *debían* or *habían de*; page 66, lines 20 and 21, the preterit of both *pasar* and *arrojar* would be clearer to students (there are other sudden shifts from preterit to imperfect); page 90, line 8, *us.edes* is overdone; 198, line 8, the future *querrán* after *cuando,* to avoid the subjunctive, is very forced. In these and other cases the text could be polished to advantage. But when the difficulty of the task is considered, and especially the restriction imposed by avoidance of the subjunctive, etc., one can only congratulate the authors on the success that they have achieved.

It has been stated that each lesson illustrates a grammatical point. Thereby results a tendency to overdo this one particular point. It is most apparent in the lessons on the progressive tenses and on the passive. In the preface the authors recognize the danger of overworking one construction, but they believe the method to be fundamentally sound. Unquestionably it gives concentrated practice.

With few exceptions the narrative is logical. On page 153 the importance of the ivory industry is perhaps exaggerated; on page 262, line 7, either *abuelos* or *el Sr. Selwood* is probably unintentional, as the persons indicated seem to be the great-grandparents of the children.

The book embodies three principles that will arouse controversy, with something to be said on each side. The first is the entire avoidance of the dependent subjunctive. In a book of such length it might well be introduced before the end. The second is the limitation to the *usted* form of ad-

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dress. It seems unnatural when children constantly address each other with the form *usted*, and when parents so address their children. The third matter is the complete suppression of notes. Obviously the authors have endeavored to make notes unnecessary by a splendidly complete vocabulary; perhaps they felt also that notes would add more pages to a book already very long. Furthermore, the grammatical point illustrated in each lesson implies explanation on the part of the teacher. But a few notes on difficult matters would help both teacher and student.

Each lesson is accompanied by a short set of questions on the Spanish text and by a short theme in English. In the preface the authors emphasize the value of the direct method and assume that the questions will be supplemented by teachers.

The vocabulary is very complete in phrases and idioms. No omissions of words have been noted except *tía* and *tío*. For a book of nearly 400 pages there are very few typographical errors. There are sixteen excellent drawings of incidents described in the text, which can easily be used in the oral work.

The unusual length of the "Easy Spanish Reader" may lead to unfavorable judgment on the part of some teachers. The authors believe that a great amount of easy reading is beneficial. Their position is absolutely sound. One learns to read by much reading. Still, this reader is too long to be covered in a reasonable time in any elementary Spanish course. Furthermore the absence of exciting incident may tend to make it monotonous. Several possibilities are apparent. The simplicity of the book makes rapid sight-reading practicable. A part of the reader only could be utilized. The reviewer recommends unhesitatingly the use of Messrs. Hatheway and Bergé-Soler's reader at an early stage in a high school course in the belief that it furnishes a wide vocabulary, a thorough drill in grammatical principles and a good preparation for reading Spanish literature and commercial documents. He does not believe, however, that it is necessary to read all the work. The material is provided, and the teacher can use all of it or just as much as may seem desirable under special circumstances.

A Spanish Reader, by John M. Pittaro. D. C. Heath and Company, 1919. X + 298 pp.

The object of "A Spanish Reader" is stated in the preface: "to give the beginner an active vocabulary of a practical and literary nature; to provide him with as much information about Spain and Spanish America as a book of this scope will permit; and to afford him an opportunity to talk and to write about what he has read."

The text is preceded by ten pages of classified school-room expressions and by a list of grammatical terms in Spanish. There are sixty lessons, very brief at first, but increasing gradually in length to several pages. Apparently unsigned chapters have been composed by the author-editor.

The earlier selections deal with things common in school children's experiences, such as the school, the city, the family, the newspaper, transportation, geography, etc. They are followed by humorous anecdotes from

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various sources, and by bits of information concerning things Spanish. The last chapters contain brief accounts, mostly by Spanish or Spanish American authors, of important matters or persons, such as the Panama Canal, the discovery of America, the conque of Mexico and Peru, Cervantes, San Martin, Bolivar, etc. There are a w long anecdotes or short stories by Juan Valera, Fernán Caballero and hers. In the preface it is stated that "slight changes have been made in the text where it seemed advisable." A few poems are included. Necessarily, important historical matters are summarily treated.

The early lessons are exceedingly simple y are intended to develop vocabulary and an acquaintance with strai ird prose. In themselves they are hardly long enough to prepare to read the more difficult selections. This deficiency is made up b se work. Clearly the author favors the inclusion of really idiomatic ish in a first reader, but he is careful to lead up to it by easy stages and by abundant drill.

Mr. Pittaro is to be congratulated for his selection of varied and interesting material. A few criticisms of details may be made: on page 108, line 5, *demuestran* is rather weak and at first sight obscure; on page 118, line 14, the mixture of the preterit and imperfect tenses is confusing; on page 133, line 1, *mucho* does not make sense, in the reviewer's opinion. Some of the stories seem abrupt, especially the account of Cervantes on page 158, the second paragraph of *El Canal de Panamá,* page 130, and the story by Trueba, page 179. The abruptness is probably due to abridgment. This is certainly the case with the Trueba story, of which more than half is omitted. The author ought to call attention to so considerable an abridgment.

The footnotes constitute a commendable feature. The author states in the preface that certain elementary idioms have been explained repeatedly. We find again and again notes on the reflexive for the passive, the time of day, prepositions, word order, personal pronouns, *al* followed by the infinitive, *estar* and *ser, a* before the direct object, the infinitive after prepositions, *por* followed by the infinitive, etc. This method requires a great number of notes, which must be exceedingly brief. The notes in this volume suffer at times from compression. Examples are: page 97, note 2, the grouping of three separate words in one note is confusing; page 101, note 3, the subjunctive is not explained and there is only one note for two similar but not identical constructions; page 187, note 2, *¡Si los tienen!* requires more than translation. There are some other infelicities: page 16, note 4, *está siempre limpio* is not a convincing example of the use of *estar* to express a "temporary" quality; page 138, note 1, *lanzáronse* does not begin a clause; in a few cases the English translations could be more literal. In the more advanced chapters, several difficult constructions, hard to explain in the vocabulary, are not annotated; thus we have *fuera,* page 114, line 5; *tan,* page 116, line 4; *Este dinero me lo habia entregado,* page 148, lines 21-22; *Ruego a Vd. tenga,* page 148, line 23; *que,* page 155, line 20; *Que dirían de él,* page 158, line 15, etc. However, these instances are largely matters of opinion and the reviewer wishes again to call attention to the principle of repeating over and over in notes, idioms of fundamental importance.

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Another notable feature of "A Spanish Reader" is the drill work, embracing *cuestionarios* and numerous exercises. The *cuestionarios* are of the usual type, a little difficult perhaps for oral, but good for written work. The exercises are impressive by their variety. There are blanks to be filled, sentences of mixed Spanish and English to be made entirely Spanish, model Spanish sentences to be imitated, adjectives to be used with nouns and *vice versa*, sentences to be changed from singular to plural, idioms to be put into original sentences, verb drills, directions for original composition, etc. A difference from most text-books is found in the varying of exercise types from lesson to lesson. There is real value in this variation. The use of the same form of drill in every lesson is monotonous. Here the author supplies abundant exercise material because he believes that "no teacher should be satisfied with mere translation."

After the reading material we find a list of idioms (without translations), and an appendix on verbs. The vocabulary is substantially complete and accurate, as far as examined. The meanings given for words and phrases are appropriate, and represent natural English. Typographically the book is very good; a few misprints toward the end will doubtless be corrected in a second edition. Numerous attractive illustrations are provided.

Mr. Pittaro's book will find a place in a high school course; it seems especially adapted to the Senior High School. It can also be recommended unreservedly to beginning classes in colleges.

JOHN VAN HORN

UNIVERSITY OF ILLINOIS

Elementos de Español. An elementary Spanish grammar for schools and colleges, by Julian Moreno-Lacalle, A. M., United States Naval Academy. Benj. H. Sanborn & Co., Chicago. LXIII, 476 pages.

The author defines "Elementos de Español" as an eclectic method, a composite, he says, of the phonetic, direct, grammar, Gouin and analytical-inductive, therefore, a "reform method" grammar. He reviews the book very exhaustively in his preface (pp. vii-ix), and notes its salient points in eleven numbered paragraphs (p. xiii), which cover everything to be desired or hoped for in a grammar. Unfortunately all are not justified by the facts. Some of these "salient points" may be discussed in detail.

First, the phonetic introduction is to be commended. The chart is good and well explained. The phonetic type, however, is not used again throughout the book, either in the lessons or in the vocabulary. No passages are given in phonetic transcription—even the "drills" in the introduction do not give the pronunciation of the words in phonetic symbols. Why learn them if they are not to be used?

Point 4 says: "It confines each lesson to only one grammar topic, thus eliminating confusion and enabling the pupil to concentrate his attention." Lesson I contains: present indicative, gerund and past participle of *tener*,

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all personal subject pronouns and the rule for their omission with verbs, uses of *usted* and *ustedes*, masculine and feminine, singular and plural of both the definite and indefinite article, contraction of definite article with prepositions, cardinal numerals from 1 to 10, and in addition a vocabulary of twenty-one words other than those mentioned. The author says spend two days on each lesson. How many pupils can learn all this in two days? Later lessons are, of course, more complicated.

Point 5 says: "Its Spanish texts are connected, idiomatic and artificially adapted to the grammar topic of each lesson." In the main this is true, but if the Spanish texts are idiomatic, the English exercises certainly are not. Those of the first lessons take us back to Meisterschaft days with such sentences as, "It is the book of the teacher." "The books of the pupils are in Spanish." "There are some books on the table of the teacher" (p. 5), and later: "Animals. . . have not intelligence." "Inanimate things are of the masculine or the feminine gender, according to the article used before their nouns" (p. 23). The last statement is varied in the rule (p. 21) thus: "according to the gender of the article preceding them." Is the student to assume that the gender of the noun depends on the gender of the article? Or did the author really not intend to use "according to"? On p. 28 we find, "By the explanation of the teacher we learn much," and p. 37, "There used to be a house in the country, where we lived during the summer." Why not, "There was a house in the country, where we used to live during the summer"? Or does the author mean that the house is no longer there? On p. 94, speaking of *"Pepita Jiménez,"* the question is asked, "It it by Valera?" and the answer is, "It must be." "Why must it be?" the student might ask. He will certainly notice sentences like these: "Its railroads are not so good as the American railroads, but they can go almost as rapidly. They are also very comfortable" (p. 143). Obviously the author meant "trains" and not "railroads." Such a sentence as "Leaving them on the table, she left" (p. 166), should certainly be avoided. Even a college freshman will be puzzled over this: "I took a plate with fruits (!) and passed it to my sister. Then I left it on the table and took one from it for me" (p. 172). These are a few of the vague and inaccurate sentences that are found in the English translation exercises.

Point 6 says: "It presents the verb in a simple, progressive and psychological way, etc." It is true the author has grouped together verbs like *sentarse* and *levantarse, salir* and *entrar,* etc., but he has not helped the memory by grouping verbs similar in form. He does not even mention radical-changing verbs, except in the Appendix, and in the lessons he has mixed in regular verbs, the inflection of which need not be learned separately, thus burdening the student with many unnecessary forms. He often puts in a single lesson, radical-changing verbs, verbs with orthographical changes, regular and irregular verbs, basing his grouping solely on their meanings (cf. pp. 228, 234, 239, etc.). He gives no scientific nor practical reason for any changes or irregularities.

Point 7 says: "It equips the pupil with an *active* vocabulary," meaning, probably, words in common use. This is true, as the words are, for the most

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part, well chosen. Many of the most common are, however, used in but one lesson, and there is little repetition.

Point 8 mentions the use of Spanish grammatical terms, etc., which is good, but by no means essential. *Contracción del artículo determinado masculino singular* (p. 3) sounds rather appalling to the student on his first day of Spanish study.

The nomenclature of tenses is the usual English one, as indicated in Point 9. In this the author has done well, and his choice appeals strongly to those of us who are not enthusiastic over "past absolute," "past future," etc.

Point 11 states that the book is systematic throughout. This would seem to epitomize all the excellencies possible. However, experience has proved that after a few lessons both teacher and student are confused as to the grammar points that have been covered, owing to a lack of systematic arrangement. Most of the grammar rules are introduced by "Note" or "Note that," and this word "Note" is used over 240 times in the book! Repetition may be good pedagogy, but this becomes rather monotonous, to say the least. The author says (p. xii): "The statement of the grammar rules is novel in its simplicity and clearness, and at the same time elucidates many doubtful points which had (!) heretofore been treated erroneously." (Perhaps he does not intend to judge his predecessors too severely.) But, as in the exercises, the English in some of the grammar rules or "Notes" is so involved as to be often unintelligible. One paragraph (p. 117) is particularly puzzling: "Note that *hacer* is used impersonally to express time elapsed between one period and another; that when the verb object (!) of *hacer* is in the same tense as *hacer* and is joined to it by *que* or placed after *hacer* without *que* it is rendered by the corresponding English compound tense—or the compound progressive tense—and the period of time is introduced by 'for' (or 'for' may be omitted)." What will the student make out of this, even if he should know what is meant by a "verb object"? Or can he solve this (p. 75): "Note that the definite article is used before past or future days of the week and month, unless they are used merely to state the name of the day"? "Note also that *tanto como* may be used to compare verbs or ideas" (p. 55) is vague, for one wonders how verbs may be compared. These are but a few examples of the many verbose and baffling rules.

Lest the above criticisms may seem too severe, it is but fair to add that the plan of the book is good. At first glance it seems usable, and would be so if the translation exercises were rewritten in correct, interesting English, and the grammar rules ("Notes") simplified and made more intelligible. If the author had known English as well as he knows Spanish, his plan would have succeeded. The verbs should also be rearranged and given a more scientific, as well as a more practical, treatment. May we not hope to see a revision of the book in the near future? Typographically the book is excellent and remarkably free from errors. It is well printed, on good paper, and contains three very accurate maps.

CHARLES A. TURRELL

UNIVERSITY OF ARIZONA

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First Book in Spanish, por J. P. W. Crawford. The Macmillan Company, New York, 1919. IX + 393 pp.

Me bastaría para recomendar el uso de este libro la convicción de que no puede inducir a ningún error grave en materia de lenguaje, lo cual no se puede afirmar de todos los análogos; pero además encuentro en él méritos positivos para considerarlo como uno de los mejores que se pueden aplicar a la enseñanza elemental del castellano.

Los ejercicios de traducción, lectura y conversación que acompañan a la sucinta exposición de los principios gramáticales, ofrecen con su variedad al maestro elección suficiente para desarrollar, conforme a sus gustos o a las exigencias de cada clase, las prácticas de enseñanza que le parezcan más oportunas; y, si se utilizan con discreción, pueden alcanzar una gran eficacia. Su redacción es clara, sencilla. sin caer en esa simplicidad extremada y falsa con que, a veces, por evitar dificultades al discípulo, lo desorientan algunos maestros, haciéndole creer que todo el monte es orégano, y acostumbrándolo al empleo de fórmulas artificiosas que fuera de la clase no tienen aplicación ninguna. El lenguaje de "First Book in Spanish" es, por lo contrario, natural y vivo y disimula todo lo posible, con su interés y su animación, la índole machacona de tales ejercicios. Las preguntas de los cuestionarios están hábilmente calculadas para impedir a los estudiantes esos escapes de la respuesta monosilábica y la reiteración positiva de los términos de la pregunta con que, tan sin provecho, salen del paso habitualmente.

Ni un solo error capital he apreciado en la lectura del libro. Las enmiendas y adiciones que propongo a continuación, y que en nada invalidan los elogios anteriores, ni suponen desacato alguno contra la autoridad y los méritos acreditadísimos del notable hispanista de la universidad de Pensilvania, ni alarde de conocimientos superiores; obedecen sólo a un buen deseo de cooperación, por una parte, y por otra, a una intimidad mayor con las formas usuales del idioma.

Pág. 49, nota: "In Spanish America the phrase *¿no es verdad?* is usually shortened to *¿no?*" Lo mismo ocurre en España, aunque tal vez con menos frecuencia. Pág. 52, nota: "In certain parts of Latin America the plural of *tú* is *ustedes.*" Conste, además de la inconsecuencia que hay en latinizar la América española de tres páginas antes, que este plural aparece, como tantos otros americanismos, en Andalucía; pero ni pasa, por su extensión, de ser un provincialismo ni debe registrarse como forma legítima en ningún libro para la enseñanza del castellano. Tanto valdría acoger la forma "haiga," tan extendida en España y América, o advertir en el lugar correspondiente que, en muchas partes, la forma de "singular" de *cualquiera* es . . . *cualesquiera.* Págs. 60 y 61: "No tiene V. su libro de él? . . . ¿No tiene V. su cuaderno de ella?" Para evitar la ambigüedad de *su* se dice generalmente *el . . . de él.* Pág. 80 "= son." Con frecuencia hay que leer: *igual a.* Pág. 86: "Treinta días tiene noviembre." Léase *trae.* Pág. 99: "¿Donde está viajando. . . ?" Debe ser *por donde.* Pág. 111: "¿En qué las he escrito?" Debe ser *en dónde.* (Se refiere al encerado.) Pág. 115, nota: "Children usually address a parent with the pronoun *usted.*" El uso es muy variable, pero predomina el empleo de *tú* en las ciudades. Pág. 137

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y pássim: "¿Qué tal le gusta . . . ?" Parece que hay una afición acérrima entre los norteamericanos que hablan español a la modificación del verbo gustar con adverbios de modo en las frases interrogativas. Son muchos los que emplean la forma *¿Cómo le gusta?*, que pone los nervios de punta; ménos los que, como el Sr. Crawford, prefieren esa otra, que ya tiene una apariencia más española; pero muy pocos los que aceptan el sencillo empleo del verbo mondo y lirondo: *¿Le gusta?* Sin embargo, esto es lo usual, al menos en España. A las preguntas *cómo, qué tal,* solemos responder: *bien, mal, bueno, malo,* etc., con adverbios y adjectivos que rechaza el verbo gustar, como lo hacemos a *¿qué tal estás?, ¿qué tal te parece? ¿cómo lo encuentras?* Buen cuidado tienen los maestros de español de enseñar a sus discípulos que *better than* debe traducirse por *más que,* con el verbo gustar; pues, ¿porqué poner a los discípulos en trance de que digan: *me gusta mejor que . . .*, como a la pregunta *"qué tal le gusta"* corresponde en buena lógica? Frases como ¡Bien me gustaría! o ¡Cómo me gusta! no contradicen lo expuesto, porque claramente expresan la idea de cantidad. Págs. 149 y 165: "¿A qué hora sale V. de casa cada mañana?"; "Cada mañana me levantaba . . . " Léase *todas las mañanas.* Pág. 192: A los sustitutos para el subjunctive-imperativo que allí se indican deben agregarse las formas: *¿Quiere V. . . .* ?, más infinitivo, y *¿Me da V. . . .* ?, más nombre (para pedir una cosa concreta). Son las más frecuentes en el lenguaje familiar. Pág. 210: "El me ha dicho que *venir* mañana." Frase inadecuada para el ejercicio correspondiente, porque conviene a cualquier persona y ofrece varias soluciones legítimas. En la misma página: "Al verme, mi hermano sugirió . . . " *Propuso, indicó* serían, no más correctos, pero sí más naturales. *Sugerir* equivale a *to suggest* en el sentido, pero no en la "popularidad." Pág. 228: "¿Ha estado V. jamás en Nueva York?" Como la pregunta implica negación es correcta, pero da un peligroso ejemplo a los alumnos que querrán emplear también *jamás* en las interrogaciones absolutas. Es preferible en cualquier caso *alguna vez.* Pág. 247: " . . . que buscase una colocación con . . . " Léase: *colocación en.* En la misma página y en la 280: "¿Cuál es lo más característico . . . ?"; "¿Cuál es lo único . . . ?" Léase *qué es.* Pág. 252: "*Grande* has the meaning *large* when following its noun; when it means *great* in a figurative sense, it precedes." Los dos extremos de esta regla, que se repite en casi todas las gramáticas, son falsos. Ejemplos al canto: Queremos una España *grande.* Es un espíritu *grande.* No hay en su vida ni un momento *grande.* (Grande, tras el nombre, puede expresar grandeza.) Estuvimos un *gran* rato. Hubo una *gran* pausa. Se formó un *gran* charco. Echó un *gran* trago. (Gran, precediendo al nombre, expresa grandor.) Pág. 256: "El hijo del redactor de *La Prensa,* el que (el cual) vive aquí." Es un ejemplo que no ilustra el uso de *el que* como relativo. *El que vive aquí* es *the one who.* La frase relativa sólo sirve para especificar que éste no es "el hijo que vive en otra parte." Pág. 259: " ... la tubería de agua . . . " Debe ser *del.* Pág. 282: Se excluye, sin razón ninguna, la preposición *tras* de entre las usuales. Pág. 282: *Ante* no expresa necesariamente idea de autoridad. Puedo decir que algo pasa o está *ante mí* sin salir de mi modestia. Pág. 290: With

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estar, *por* indicates what remains to be done." O *dispuesto*, *propicio a*: "estoy por ir"; "no estoy por eso." Pág. 296: *Para* (with the infinitive) is used when the result of the action is considered certain; *por* when it is not so considered." En "He venido por verte," el resultado puede ser tan seguro que ya esté logrado. Pág. 297: "Si V. no me fuera tan íntimo amigo . . . " Más natural: "Si V. no fuera tan íntimo amigo mío." Pág. 308: "Con diez pesos podré hacerme feliz . . " No es usual la forma "hacerse feliz." Ser o no ser. Pág. 349: "*Roto* is used when the verb is transitive and *rompido* when the verb is intransitive." Lo cierto es que, a pesar del patrocinio de las gramáticas, *rompido* es actualmente sólo un vulgarismo.

En diferentes pasajes del libro podrían suprimirse los pronombres personales con ventaja para la naturalidad del estilo, pero tal vez resulte más fácil su empleo para los alumnos. En las "Frases usuales para la clase" se podría corregir *salir* o *ir* en vez de "*pasar* al encerado," que no es corriente; y en la "introduction" lo que se refiere al punto de articulación de la letra *l*.

FELIPE M. DE SETIÉN

UNIVERSITY OF SOUTHERN CALIFORNIA

RICARDO PALMA — FEDERICO HANSSEN

HISPANIA records with sorrow the death of one of our honorary members, the famous Peruvian hispanist and folklorist, Ricardo Palma, and that of the distinguished philologist, Federico Hanssen, of Santiago de Chile, both of which occurred in the summer of 1919. The work of these Hispanists will be discussed briefly in a future number of our journal.

ARTHUR G. MERRILL

May 31, 1872–November 1, 1919.

Teachers and students using EL PANORAMA and LE MONDE FRANÇAIS will be shocked to learn of the sudden death of the founder and chief editor, Arthur G. Merrill, on November 1, following an illness of only a few days.

The first of a series of supplementary texts in German, Spanish, and French initiated and edited by Mr. Merrill, was AUS NAH UND FERN. It was begun as a magazine in 1909 and gained steadily in circulation and appreciation. Two years ago EL PANORAMA was launched, to be followed a year later by LE MONDE FRANÇAIS. They were all founded with the same purpose, to supply the need of new, live material based upon current events, travel, and life in foreign countries, which would make the study of these languages more vital and significant to the pupil. Mr. Merrill gave all his time outside of his teaching to these publications, and they reflect the painstaking devotion he gave to them. It is now assured that the editorial staff long associated with Mr. Merrill will edit the remaining numbers of LE MONDE FRANÇAIS and EL PANORAMA planned for the year.

R. W. O.

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BIBLIOGRAPHY

I. SCHOOL TEXTS

Métodos Americanos en el Comercio Extranjero—guía para el Programa de Exportación, por George C. Vedder. Obra traducida del inglés al español por R. de Zayas Enríquez. XIV + 209 pages. MacGraw-Hill Book Co., Inc., New York, 1919.

The book is an elaborate study of the methods which have been followed and those which should be followed by Americans who produce for the foreign market. The tone of the writer is optimistic throughout. He demolishes the claims of those who decry the ability and integrity of American business men in their dealings with foreign consumers and exposes the fundamental weakness of the German methods in conquering world trade. Suggestions are given for the guidance of the exporter at every step of his procedure. The book contains neither notes nor vocabulary.

Unfortunately the proof reading has been very carelessly done, and the book is disfigured by an altogether disproportionate number of misprints.

Cuba y las Costumbres Cubanas, by Prof. Frank C. Ewart of Colgate University. IX + 157 pp. (89 text, 14 exercises, 8 notes, 45 vocabulary). Ginn & Co., 1919. 76 cents.

This well-illustrated and attractive little book presents in simple style the result of Prof. Ewart's own studies and observations in Cuba. The writer has selected those topics which will not only interest the American pupil, but will also give a good idea of the life and customs of the Cuban people. Reviewed in HISPANIA, December, 1919.

El Estudiante de Salamanca, and other selections from Espronceda. Edited by Prof. George Tyler Northup of the University of Chicago. LXVIII + 150 pp. (96 text, 24 notes, 40 vocabulary). Ginn & Co., 1919. 80 cents.

The elaborate introduction takes up at some length the life and literary career of Espronceda, with a special discussion of *El Estudiante de Salamanca.* This is followed by a welcome discussion of Espronceda's versification. Helpful bibliographical notes are furnished for both parts of the introduction.

As this text is intended for advanced students the notes are largely critical, literary, etc., although difficult points of grammar are explained.

Even the advanced classes in most high schools would hardly be able to use this book, but in college and university it should find wide use.

Argentina, Legend and History. Readings selected and edited by Garibaldi G. B. La Guardia and Cincinato G. B. La Guardia of the United States Naval Academy. LVIII + 411 pp. (305 text, 105 vocabulary). Sanborn & Co., 1919. $1.28.

The first forty-eight pages of the introduction furnish the reader with the necessary historical information; the last part of it is devoted to bio-

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graphical notes on the authors from whose works the selections which make up the text have been taken. The excellent footnotes explain difficulties in the text and the numerous historical allusions found in reading material of this sort.

The selections are naturally of varying degrees of difficulty, but none of them is too hard for the advanced classes in the high school.

The vocabulary appears to be complete.

Selections for Sight Translation. Compiled by I. H. B. Spiers of the William Penn Charter School, Philadelphia. 47 pp. D. C. Heath & Co, 1919. 28 cents.

The little book contains fifty short selections from various sources—the works of Spanish novelists, such as Blasco Ibáñez and Pereda; from dramatists, poets, and periodicals. The author's purpose is "to afford a ready means of ascertaining by occasional tests the increase in power gained by the students."

Industrial Spanish, by C. F. Sparkman of Purdue University. IX + 261 pp. (211 text and appendix, 50 vocabulary). Allyn & Bacon, 1919. $1.40.

The text contains readings on the following commercial and industrial subjects—*oficios, comercio, industrias manufactureras, ingeniería, agricultura,* and *profesiones.* Each subject is treated in some half dozen short chapters. At the end of each chapter are a *Repaso de Gramática,* a *Cuestionario* and a short composition exercise. The appendix contains tables of weights and measures, grammatical forms and types of irregular verbs. The book is profusely illustrated with reproductions of photographs.

First Spanish Book, by Frank R. Robert. Revised for American Schools by Alice P. Hubbard of Smith College. VIII + 237 pp. E. P. Dutton & Co., 1919. $1.50.

This is a language book originally published in England. There are 45 lessons, each consisting of a *lectura* with vocabulary, a section called *Gramática,* containing grammatical forms and an *ejercicio* which consists of questions and sentences in Spanish for drill. Lessons 23 and 41 contain definitions and rules of grammar in Spanish. After the lessons there are about twenty-five pages of selections in prose and verse, followed by about fifteen pages of commercial letters and varied commercial information. The irregular verbs and vocabulary complete the volume.

Trozos Selectos, by Arturo Fernández and Joseph M. Purdie, both of the United States Naval Academy. VIII + 280 (191 text, 20 notes, 67 vocabulary). Henry Holt & Co., 1919. $1.12.

The work consists of twenty-one selections in prose and verse, most of which are of a high literary standard. We find extracts from the works of such writers as Espronceda, Cervantes, Castelar, and Mesonero Romanos. At the end of each selection is a *cuestionario* and a verb exercise, giving the principal parts of a few of the more important irregular verbs. Next follows a composition exercise which is a paraphrase of the text. In the latter part of the book suggestions for free composition based upon the text replace the easier composition exercise.

MICHAEL S. DONLAN

HIGH SCHOOL OF COMMERCE, BOSTON, MASS.

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II. PERIODICAL LITERATURE

PEDAGOGICAL JOURNALS

The Modern Language Journal, IV, 1.—(The first issue under the new editorship promises well. HISPANIA wishes Mr. Coleman all success in his undertaking. The fact that Mr. Joel Hatheway, one of our own associate editors, is also on the *Journal* board is evidence of a desire to devote more attention to Spanish than was the case in the past.) E. C. Hills, *Has the War Proved that Our Methods of Teaching Modern Languages in the Colleges Are Wrong?* (a symposium giving the views of leading teachers in our field). Carl A. Krause, *Literature of Modern Language Methodology in America for 1918* (Mr. Krause's annual bibliography; to be continued). Edith Fahnestock, *An Experiment in Teaching Spanish.* (How to divide a beginners' course between American and native teachers, so that students may benefit by what each has to offer. The situation in Vassar is duplicated in many other institutions. Spanish or Spanish-American instructors unfamiliar with American ways have been hastily pressed into service. The problem of how best to use these inexperienced teachers is an urgent one, and Miss Fahnestock seems to have hit upon a practical solution.)

Los Angeles School Journal, III, 2, Sept. 8.—C. T. Thompson Conger, *Facing One's Work. Todas a Una* (Report of the July 16 meeting of the Los Angeles Chapter of the American Association of Teachers of Spanish).

8, Oct. 20.—Mary P. Cox, *Americanization of Foreign Language Study* (Attacks the false patriotism which would restrict instruction in modern languages; the unwise action of several state legislatures is greatly hampering the growth of the Junior High School by making it impossible to begin the study of French and Spanish early). Anon., *French and Spanish; Modern Language Association of Southern California; the American Association of Teachers of Spanish, Los Angeles Chapter* (the prospectus of each of these organizations).

11, Nov. 10.—*Modern Language Association Meeting* (held Nov. 1 at Los Angeles; Prof. Setién spoke on Blasco Ibáñez).

School and Society, IX, 234.—Anon., *Unionizing Teachers,* from the *School Board Journal* ("It is our belief that the unionizing movement is not entirely wise, and is hardly calculated to further the interests of teachers as a profession. . . . While teachers may have a perfect legal right to unionize they do not have a moral right to ally themselves with one class as against the whole public").

235.—F. M. Padelford, *The American University of To-morrow* (The decline in interest in humanistic study which has been so noticeable in the past generation is bound to disappear. "The standards of business and the outlook of business have been the controlling standards and outlook. Intellectual attainment and broad and catholic learning have been discouraged by a public opinion that neither desires them nor respects them." There will be a growing shift of emphasis from material to spiritual values. "Once again and more generally than in the earlier Renaissance men will be seized

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with the desire to make beautiful things and to say beautiful things, poets of the hand and poets of the tongue").

236.—Anon., *The Educational Bill.* Anon., *Schools Under the Bolshevists* ("There are to be no home lessons, no obligatory tasks of any sort, examinations are altogether forbidden and punishments are abolished").

238.—A. C. Noé, *Our University Libraries* (Too much routine, too little scholarship among the members of the staff).

239.—Anon., *Modern Languages in the University of London* (a report of the work being done there).

240.—Henry Sterling, *Labor's Attitude Toward Education.* M. Z. R., *The Real Why of Educational Unrest.*

253.—J. V. L. Morris, *Why Teachers' Colleges?*

The School Review, XXVII, 7, Sept.—W. S. Gray, *The Technique of Supervising High School Practice Teaching.*

8, Oct.—L. V. Koos, *Space Provision in the Floor Plans of Modern High School Buildings.* E. R. Breslich, *A Committee on Results.*

The Elementary School Journal, XX, 1, Sept.—H. C. Morrison, *Taxation, Teachers' Salaries, and Cost of Education* (Salaries cannot be adequately raised under the present system of raising money by taxing real estate. Educational funds should be raised by an income tax). A. L. Hall-Quest, *Training Pupils in the Effective Use of the Text-Book.*

2, Oct.—J. O. Engleman, *Financing a School System.*

The English Journal, Oct.—Jessie A. Charters, *The Problem Method of Teaching Ideals.* G. W. Willett, *Reading Interests of High School Pupils.* G. Eunice Meers, *Specific Aims in the Literature Course.*

Education, XL, 1, Sept.—E. E. Cortright, *An Educational Situation.* W. C. Moore, *Silent Reading.* Rea McCain, *Books and the Boy.* F. R. Page, *Teaching Pupils To Study.* E. O. Fisk, *The Development and Function of the Teachers' Agency.*

2, Oct.—E. C. Arnold, *The Elimination of Illiteracy.* C. L. Staples, *A Critique of the U. S. Bureau of Education.* F. H. Palmer, *Repression, Impression, Expression in the Process of Education.* Mary E. Kramer, *The Rejuvenation of the Rural School.* F. P. Whitney, *Choosing a Vocation in the Junior High School.*

Revue Universitaire, XXVIII, 7, July—Paul Crouzet, *La Vie pédagogique.*

Die Neueren Sprachen, XXVII, 1-2, April-May—T. Schöningh, *Zum Kampfe gegen die neusprachlichen Unterricht.* P. Olbrich, *Max Walter und die Reform.*

SCIENTIFIC JOURNALS

Modern Language Notes, XXXIV, 7, Nov.—F. O. Reed reviews J. Geddes' edition of Calderón's *Alcalde de Zalamea.* (Professor Reed is perhaps our leading American authority on the interpretation of obscure passages in Spanish writers of the Renaissance period. A review from his pen is a real

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event and of the greatest assistance to the instructors using the book which he has made the subject of his study. There is only one safe way to edit a Spanish play of the classic period: to read the whole *corpus* of the author's works and to browse extensively among other authors of the time, taking notes and collecting passages which will elucidate difficulties. An editor who relies merely on the ordinary reference books will not get far. Nevertheless any play of this time is so bristling with difficulties that no one worker, however conscientious, can be held blameworthy if he fails to explain every problem. And one should not let the copiousness of Professor Reed's annotation create the impression that the work under discussion is wholly without value.) M. A. Buchanan, *Spanish Ballads Translated by Southey* (notes suggested by Mr. Buceta's recent article).

Modern Philology, XVII, 3, July—G. T. Northup reviews Elizabeth McGuire's *A Short Study of the Writings of D. Mariano José de Larra, 1809–1837.*

The Romanic Review, X, 2, April–June—G. L. Hamilton, *The Descendants of Ganelon—and of Others.* E. H. Tuttle, *Hispanic Notes: azar; aziago; B for U.* W. S. Hendrix reviews Elizabeth McGuire's *A Study of the Writings of D. Mariano José de Lara, 1809–1837.* J. L. Gerig reviews M. Romera Navarro's *El Hispanismo en Norte-América.*

Revista de Filología Española, VI, 1—Pio Rajna, *Discussioni etimologiche* (*tomar* from Latin *autumare*). R. Mitjana, *Comentarios y apostillas al "Cancionero poético y musical del siglo XVII."* E. Buceta, *Un dato sobre la historicidad del romance de Abenámar.* F. J. Sánchez Cantón, *Sobre Argote de Molina.* H. Mérimée, *"Casados" ou "cansados"* (note on Lope's *Peribáñes y el Comendador de Ocaña*). J. de Perott, *El guante de la dama.* A. Castro, *"Para mi santiguada."* A. Castro reviews N. Alonso Cortés' *Zorrilla, su vida y sus obras.* A. G. Solalinde reviews Guiu de Columpnes' *Les Histories troyanes.* Anon. reviews Hills and Ford's *First Spanish Course.*

2—V. García de Diego, *Etimologías españolas.* P. Henríquez Ureña, *El endecasílabo castellano.* F. J. Sánchez Cantón, *El "Arte de trovar" de D. Enrique de Villena.* Samuel Gili, *Casos de etimología popular en nombres de plantas.* A. Castro, *Noruega, símbolo de la oscuridad.* E. Juliá Martínez, *Una nota bibliográfica sobre las "Fiestas de Denia" de Lope de Vega.* Henri Mérimée, *Une édition inconnue des "Pastores de Belén."* A. Castro reviews Vol. II of N. Alonso Cortés' *Zorrilla, su vida y sus obras,* Valladolid, 1919. Gómez Ocerín and Ch. review two articles in the Flügel Memorial Volume, Leland Stanford University, 1916; C. G. Allen, *The "Comedia que trata del rescate del alma" and the "Gayferos" ballads.* A. M. Espinosa, *Traditional Ballads from Andalucía.*

Boletín de la Real Academia Española, VI, 27—E. Cotarelo, *Dramáticos españoles del siglo XVII: Los hermanos Figueroa y Córdoba.* M. Serrano y Sanz, *Crónicón Villarense: Liber regum.* W. Gaspar Remiro, *Los manuscritos rabínicos de la Biblioteca Nacional,* ctd. F. R. Marín, *Nuevos datos para las biografías de algunos escritores españoles de los siglos XVI*

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y XVII, ctd. José Alemany, *De la derivación y composición de las palabras en la lengua castellana,* ctd. E. C., *¿Avapiés o Lavapiés?*

VII, 28—Anon., *Don Eduardo de Hinojosa y Naveros* (Obituary). Toro y Gisbert, *¿Conocemos el texto verdadero de las comedias de Calderón?* concluded (the *sueltas* and editions in the Bibliothèque Mazarine; thinks that the best text of *La vida es sueño* is the Zaragoza, 1636; many textual variants given). J. Córdoba, *Cursus taurorum.* N. Alonso Cortés, *El teatro en Valladolid,* ctd. (material on actors from the archives). M. G. Remiro, *Los manuscritos rabínicos,* etc., ctd. F. R. Marín, *Nuevos datos para las biografías,* etc., ctd. J. Alemany, *De la derivación,* etc., ctd. J. Alenda, *Catálogo de autos sacramentales,* etc., ctd.

Bulletí de Dialectologia Catalana, July-Dec., 1918—A. Griera, *Atlas lingüístic de Catalunya (nou cartes de mostro).*

Revista de Archivos, XXIII, April–June—M. A. Alcover, *Bibliografía filológica de la lengua catalana.* A. G. P., *Fragmentos del archivo particular de Antonio Pérez,* ctd. V. Castañeda, *Don Eduardo de Hinojosa y Naveros.*

Revue Critique, LIII, 1—G. Cirot reviews Fitzmaurice-Kelly's *Oxford Book of Spanish Verse.*

Bulletin Hispanique, XXI, 2, April-June—G. Cirot, *La chronique léonaise et les petites annales de Castille.* G. Cirot, *Le mouvement quaternaire dans les romances* (Agrees in the main with the ideas expressed by Mr. S. G. Morley, *Rom. Rev.,* VII, 1, but holds that his test was too rigid; says that one double ballad line contains a complete thought and that this thought is often repeated in the next line. Hence there is a tendency toward gemination, or the formation of quatrains if we deal with eight-syllable lines). H. Mérimée, *El Abencerraje d'après l'Inventario et la Diana* (a critical text of this celebrated novel). E. Mérimée reviews very favorably Mr. S. G. Morley's *Studies in Spanish Dramatic Versification of the siglo de oro—Alarcón and Moreto,* University of California Publications, 1918.

Revue Hispanique, XLIV, 106—Pero Mexia, *Historia de Carlos Quinto,* publiée par J. Deloffre (suite et fin). *Impresa de Túnez. Relación anonyme,* publiée par J. Deloffre.

XLV, 107—H. Thomas, *Bibliographical Notes: 1, A forgotten translation of Cervantes; 2, A new fifteenth-century Leyes del Estilo and some other early law books.* (The translation referred to is Roger Lestrange's *The Spanish Decameron,* London, 1686. It contains five of Cervantes' *novelas* impudently lifted from Mabbe's 1640 translation, and five from Solórzano's *Garduña,* taken from Davies' translation of 1665.) R. Foulché-Delbosc, *Las lamentaciones de amor de Garci Sánchez de Badajoz. Diálogos de antaño,* réédités par Marcel Gauthier. (Passages from the following early text-book makers: Stepney, Minsheu, César Oudin, Juan de Luna, Sobrino. Contain much cultural history material.) *Deux poèmes français sur Madrid,* réédités par S. Durieu. *Libelos del tiempo de Napoleón,* X–XII. Colección formada por Santiago Álvarez Gamero.

108—Francisco de Moncado, conde de Ossona, *Empresas y victorias alcançadas por el valor de pocos Catalanes y Argoneses contra los Imperios de*

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Turcos y Griegos. Edited by Foulché-Delbosc (the MS. here printed is earlier than the previously printed version of this well-known chronicle). R. F.-D., *Los Romancerillos de la bibliothèque ambrosienne* (103 *romances, letras, canciones,* etc., reprinted).

Beiträge zur Geschichte der deutschen Sprache und Literatur, XLIV, 1, July—L. Loewe, *Spanisch Pablo, gotisch Pawlus* (An effort to explain the "b" in Pablo as coming from the "w" in the Gothic form of the name).

Literaturblatt, XL, 1, 2, Jan., Feb.—L. Pfandl reviews *Vida de Don Santiago Gonzáles Mateo,* publicada por Galo Sánchez, *Rev. Hisp.*, XL.

3, 4, March–April—L. Pfandl reviews *Meisternovellen Spanischer Autoren, aus dem Spanischen übersetzt von Mario Spiro,* Berlin, 1916. (This book seems to be an ill-assorted choice from Cervantes, Lope de Vega, Gómez de Avellaneda, Bécquer, Fernán Caballero, and Pío Baroja.)

5, 6, May–June—L. Pfandl reviews Juan M. Sánchez, *Refranes de veo-veo* and A. H. Corley, *Word Play in the Don Quixote,* Rev. Hisp., XL.

The American Historical Review, XXV, 1, Oct.—M. Reu reviews Irene L. Plunket's *Isabel the Catholic and the Making of the Spanish Nation, 1451–1504,* New York, 1919. H. E. Bolton reviews Genaro García's *Don Juan de Palafox y Mendoza,* Mexico, 1918. W. S. Robertson reviews Vicente Lecuna's *Papeles de Bolívar,* Caracas, 1917.

Revue des Études historiques, LXXXV, March-June—François Rousseau, *D. Carlos et les sociétés secrètes royalistes.*

The Southwestern Historical Quarterly, XXIII, 1, July—Mattie A. Hatcher, *Texas in 1820. Minutes of the Ayuntamiento of San Felipe de Austin, 1828–1832, VII,* ctd. Ed. by E. C. Barker.

2, Oct.—*Minutes, etc., VIII,* ctd. J. Fred Rippy, *Border Troubles along the Río Grande.* S. B. Hendricks, *The Somerill Expedition to the Río Grande, 1842.*

The Louisiana Historical Quarterly, II, 2, April—*Treaty between the United States and Spain Concerning the Cession of East and West Florida.*

The Missouri Historical Review, XIV, 1, Oct.—R. J. Britton, *Shelby's Expedition to Mexico.*

Man, XIX, 8, Aug.—A. C. Breton, *Some Mexican Picture-Stones.*

9, Sept.—A. C. Breton, *Archaeology in Chile.*

POPULAR JOURNALS

Poet Lore, Spring Number—Alice S. Blackwell, *Mexico's Most Beloved Poet.* (Manuel Gutiérrez Nájera. Translations.)

Poetry, XIV, 4, July—Edna W. Underwood, *In South America.*

The Poetry Review, July–Aug.—Marguerite Perry, Spanish and South American Poetry. (Music and translations of Spanish songs.)

Atheneum, 4659, J. Fitzmaurice-Kelly reviews the Oxford reprint of Longfellow's translation of the *Coplas de Jorge Manrique.*

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4068—J. Fitzmaurice-Kelly reviews Altamira's *Psicología del pueblo español.*

The New Europe, XIII, 159—S. de Madariaga, *Spain's Literary Future.* (A readable article containing some interesting generalizations. He brings out the conflict between theory and practice in the case of many great Spanish writers, Cervantes, Lope, etc. "Through Spanish literary history what is strong is the fruit of genius, what is weak is the work of talent." The three founders of contemporary culture in Spain are said to be Giner, Menéndez y Pelayo, and Galdós.)

The Stratford Journal, V, 1, July—G. Martínez Sierra, *The Lover.* Translated by J. G. Underhill.

The American Catholic Quarterly, XLIV, 173, Jan.—Helen Moriarty, *Spanish Literature of the Golden Age.* (A broad subject to treat in a few pages.) G. D. S., *Cardinal Ximénez.*

The Colonnade, XIII, 5–6, Sept.—(It is a pleasure to greet this publication once more after a two years' suspension occasioned by the war. Nearly every number contains something of interest to teachers of Spanish.) Clifford S. Parker, *Professor Lowell.* (James Russell Lowell as a teacher. Contains material on Lowell's Spanish studies.) *The Judge of the Divorce Court: Translated from the Spanish entremés of Cervantes by Edith Fahnestock and Florence Donnell White.* (These women have caught well the spirit of the original. They have produced a version of some literary merit, fit to be presented by amateur dramatic societies. Several indelicate passages have been omitted and allusions incomprehensible to American audiences boldly paraphrased. Perhaps there is a little too much modern slang. Attention should be called to the version of *Los habladores* published by the same authors in this same journal, Vol. XII, 1916.)

Mercure de France, CXXXV, 510, Sept.—Q. Zéréga-Fombona, *Le symbolisme français et la poésie espagnole moderne.*

Revue politique et littéraire, 13, July 5—Raynard Bouyer, *Le vivant génie de Goya.*

Nuova Antologia, LV, 1139, July—Cesare de Lollis, *Cervantes Secentista.* (Treats largely of the *Galatea.* Cervantes depicted as a great realist unable to rid himself of many false critical standards of his age. The fact that he could not do so led him often from his true path.)

La Lectura, XIX, 221, May—J. R. Lomba y Pedraja, *Mariano José de Larra (Fígaro), como crítico literario,* ctd.

222, June—Ditto, ctd. Luis Bello, *Las ideas de Costa.*

223, July—Lomba y Pedraja, Ditto, ctd. M. Vidal Tolosona, *El rey don Rodrigo, o un ensayo de psicología histórica.*

224, Aug.—C. Lana Sarrete, *Organización económica y caracteres generales de las universidades de los Estados Unidos de Norteamérica.*

225, Sept.—C. Lana Sarrete, *La enseñanza en las universidades de los Estados Unidos de Norte América.* J. Sanchez Rojas, *Leyendo "Las Moradas."*

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Revista Crítica Hispano-Americana, IV, 3—E. Jiménez del Rey, *Comentario a un libro.* (The Catalan question.) Quintiliano Saldaña, *Los ensayos de M. de Unamuno. Boletín de la Biblioteca "Menéndez y Pelayo."*

4—Luisa Bavel, *Il pessimismo di Espronceda e alcuni rapporti col pensiero di Leopardi.*

Cuba Contemporánea, XX, 79, July—Raúl de Cárdenas, *La política de los Estados Unidos en el continente americano.* J. M. Chacón y Calvo, *Figuras de Romancero: El Conde Olinos.*

80, Aug.—Raúl de Cárdenas, ditto, ctd. J. C. Zamora, *Honduras y la Doctrina Monroe.*

XXI, 81, Sept.—Raúl de Cárdenas, ditto, ctd. G. Lara de Henríquez, *La literatura cubana juzgada en los Estados Unidos.* (A consideration of the passages on Cuban literature found in Mr. Coester's history.)

82, Oct.—V. Blasco Ibáñez, *J. K. Huysmans.* (The first of a series of critical studies which Blasco Ibáñez is to devote to novelists of other countries.) G. Lara de Henríquez, ditto, concluded. J. Clemente Zamora, *Política internacional.*

83, Nov.—J. de la Riva Agüero, *El tratado Perú-Boliviano de 1873.*

Revista Bimestre Cubana, XIV, 1, Jan.-Feb.—Fernando Ortiz, *La crisis política cubana.*

2, March–April—José Ingenieros, *Significación histórica del maximalismo.* Anon., *Apuntes para la historia de la Isla de Cuba.*

Bulletin of the Pan-American Union, May—Alcides Fuenzalida, *The National Library of Chile.* Antonio Pérez-Valiente, *Across the Chaco.* P. K. Reynold, *The Cuba Cane-Sugar Industry.* I. L. Grassi, *The Economic Problems of South America.*

June—J. de Siqueria Coutinho, *Coastal Towns of Brazil.* B. L. Miller, *Mineral Monopolies of the Americas.*

July—F. J. Albin, *Writers of Honduras.* Anon., *The Second Pan-American Commercial Congress.* J. de Siqueria Coutinho, *Interior Cities of Brazil.* W. C. Wells, *Latin American Tariffs.* José Vasconcellos, *Intellectual Progress in Mexico.*

Aug.—A. C. Rivas, *The Centenary of the Battle of Boyacá.* Félix N. del Río, *Industrial Education in Chile.*

Sept.—R. Tizón i Bueno, *Railway Communication between Perú and the Argentine Republic.* W. C. Wells, *Latin American Monetary Systems.*

G. T. NORTHUP

UNIVERSITY OF CHICAGO

UNA RECTIFICACIÓN

SR. DIRECTOR DE HISPANIA, Stanford University, California.

Mi distinguido amigo:

Le suplico que publique en HISPANIA las siguientes líneas de rectificación, que pueden ofrecer interés a los maestros de español.

En el *New York Evening Post* se publicó recientemente un largo artículo firmado por el señor Frances Douglas, corresponsal de este periódico en

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Madrid, bajo el siguiente encabezamiento: "Spain's post-war literature. It is to be hoped that the morals of the readers are better than those of the characters." El autor pretende demostrar que en la literatura española de tras la guerra hay una terrible tendencia a destruir los fundamentos de la antigua moral, y que el origen de esta tendencia es nada menos que la influencia del *bolchevismo* ruso. "La influencia *bolchevista,* dice el corresponsal, haciéndose sentir en la esfera literaria como en la industrial, es responsable de este nuevo tratamiento de la antigua moral." En la nueva literatura domina "la teoría *bolchevista* de arrasar definitivamente todo lo que se relacione con lo pasado, incluso las antiguas ideas de moralidad."

No es de este lugar una discusión sobre la cuestión de la moralidad en la literatura, ni siquiera cabe demostrar que las lecturas que tanto han escandalizado al pudibundo revistero no difieren grandemente, salvo el primer literario, de esos relatos periodísticos que, aquí como en todas partes, nos informan a diario de pecaminosas intimidades de tal o cual "estrella" de tablado y tal o cual familia del gran mundo. En cuestión de escrúpulos morales dejemos que "cada cual meta la mano en su seno."

Pero lo que no debe pasarse sin protesta, y aun reprimenda, es la engañosa arbitrariedad con que el articulista ha desfigurado los hechos literarios para demostrar su peregrina teoría. Como muestras de la literatura de último hora se examinan en el artículo las siguientes obras:

"Un grito en la noche" y "Ganarás el pan . . ." de Pedro Mata; "Amor catedrático" de Gregorio Martínez Sierra; "Como los pájaros de bronce" de José Francés; "Insolación" de Emilia Pardo Bazán. El mismo articulista manifiesta su sorpresa al comprobar que no sólo "Gregorio Martínez Sierra se ha entregado a la tendencia del momento" sino "hasta la Condesa de Pardo Bazán, esa escritora eminentemente respetable, tal vez cansada de que la gente española la considere ñoña (dull)." Pero es el caso que, si exceptuamos "Un grito en la noche" y "Como los pájaros de bronce," que son, en efecto, obras recientes, todos los demás textos aducidos son anteriores no ya al *bolchevismo* sino a la declaración de la guerra europea. "Ganarás el pan . . .," 1904; "Amor catedrático," 1910; "Insolación," 1890.

Basta leer estas fechas para comprender que toda esa teoría de la influencia *bolchevista* en la literatura española es un absurdo despropósito; y es de suponer que al comprobar por ellas la falta absoluta de información o de probidad profesional de este paladín de la moralidad, los lectures no se sientan muy dispuestos a acoger sin reparo sus extravagantes deducciones sociológicas. Mucho es que al corresponsal se le haya escapado reseñar entre las novedades literarias de tras la guerra "La lozana andaluza" del clérigo Delicado. Sería una prueba definitiva de la influencia *bolchevista* en el clero español.

Pero de "medio-letrados espantadizos," como dijo Santa Teresa, libre Dios a todos.

Y a V. y a mí, señor Director de *Hispania*, nos conceda muchos años de amistad.

FELIPE M. DE SETIÉN

LOS ANGELES, ENERO, 1920.

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HISPANIA

VOLUME III *March, 1920* NUMBER 2

MENENDEZ Y PELAYO Y EL ESTUDIO DE LA CULTURA ESPAÑOLA EN LOS ESTADOS UNIDOS

[Conferencia pronunciada ante S. M. el Rey en Santander el día 20 de Agosto de 1919, en la inauguración de cursos y conferencias que la Sociedad de Menéndez y Pelayo dará para estudiantes españoles y extranjeros.]

SEÑOR, SEÑORAS Y SEÑORES:

Con muy hondas emociones acepté el gran honor de asistir a la solemne inauguración de esta noble Sociedad; eran emociones de verdadero placer y de gratitud profunda en cuanto me proporcionaba esta invitación la oportunidad anhelada de traerles a ustedes saludos y felicitaciones fervorosas de allende el mar por parte de mis cohermanos en las ciencias y artes, los cuales me han rogado que les exprese a ustedes su más vivo interés y su entusiasmo por cada esfuerzo que nos dé a conocer mejor las obras imperecederas de los grandes pensadores, literatos y eruditos españoles. Pero, entre las emociones de felicidad que siempre me causa la idea de poder volver a mi querida España, sentía también cierta tristeza: porque cualquier mensaje que se confiara a mi humilde persona en estos tiempos nublados por tantas dudas y derrotas morales, no podía dejar de recordarles los muchos problemas difíciles que, en medio de estos proyectos meritorios en pro de la cultura patria, piden una solución inmediata. Esta solución, sin embargo, se puede lograr únicamente por un acuerdo, por un *esprit de corps* entre los ansiosos de conservar las tradiciones e ideales más sagrados de la raza, los desinteresados, indiferentes a recompensas materiales, y dedicados al trabajo por la mera dignidad que lleva en sí.

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Dondequiera que se reunan Sociedades como ésta para salvaguardia de las herencias del espíritu, ¡cuán profundas deben ser las dudas que las preocupen! ¡Cuántos vínculos intelectuales, hasta los de mucha antigüedad, se han roto, y qué rumbos nuevos llevarán todas nuestras investigaciones y estudios! ¿Vamos a continuar siendo naciones profundamente individualizadas, o habrá que hacer patente en la mayoría de nuestras indagaciones históricas y literarias un punto de vista netamente internacional? ¿Hemos de interpretar los hechos de nuestros abuelos solamente a nuestros propios hijos, o también a los extranjeros que se nos confiaren en número creciente? ¿Se nos permitirá invocar, como hasta ahora, solamente el cariño y la actitud simpática de los que han nacido de nuestra sangre, sin hacer caso del criterio de fuera, o debemos tener en cuenta también la voz de un tribunal más amplio, pero más severo, constituído, según un hermoso verso de Tennyson, de "un parlamento de todos los hombres, y la federación de la humanidad"? Problemas son éstos que desde aquí en adelante influirán no solamente en nuestros trabajos particulares, sino en todos nuestros métodos de enseñar, ora sea la historia, o la literatura, o en ramas de una aplicación más inmediata y práctica, como la economía política o la agricultura. Sin embargo, la solución se puede encontrar precisamente en el programa noble de una Sociedad como ésta, en la vida y en los trabajos ejemplares de una gran alma como nuestro glorioso maestro Menéndez y Pelayo.

A pesar de no venir yo aquí como extranjero, por lo menos en el alma, no entra en mis intenciones la idea atrevida de querer interpretar las obras de este gran escritor a sus compatriotas; pero me atreveré a explicarles el punto de vista, por imperfectas que sean mis palabras, de un extranjero a quien la historia española no es desconocida, que ha sido siempre amante sincero de España y, como tal, ha tratado de ser en tierras lejanas el intérprete leal de sus pensamientos más típicos y más grandes.

Con la más honda tristeza reconocemos cuán beneficiados estaríamos por la presencia aquí de un espíritu como el de Menéndez y Pelayo, si la divina providencia le hubiera concedido 20 ó 25 años más de dirección espiritual entre nosotros; porque es preciso que no nos engañemos: únicamente por el tarabajo de hombres como el inolvidable maestro, las herencias intelectuales perdurables de un pueblo se comprenden y perpetúan, sus contribuciones más distin-

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tivas a la cultura del mundo llegan a ser entendidas más allá de las fronteras. Para nosotros lo esencial de su trabajo sobrehumano es su busca constante de más luz, su sinceridad, su equilibrio espiritual y, sobre todo, su lealtad a la tierra que le dió vida y a las instituciones peculiarmente españolas. En medio de todos los clamores, muchas veces irracionales, que se oían ya, pidiendo reformas inspiradas en lo extranjero, Menéndez y Pelayo parecía predicar que España podía recobrar su alto destino entre las grandes naciones con más seguridad, disfrutando de sus propios recursos, por medio de una iniciativa española, de ideas españolas: que no hacía falta invocar la luz de países extranjeros, mientras fuera posible abrir los balcones al bello sol español, que aún puede dar vigor a un pueblo sano. Cuanto ha escrito Menéndez y Pelayo afirma el hecho irrecusable de que la cultura que arraigó en la Península ibérica es insustituíble. De suma importancia es esta convicción para quien reconozca las tendencias actuales de reducir toda la civilización mundial al mismo nivel, de medir todos los rasgos de cada personalidad nacional por las misma norma; y ha de repetirse la doctrina de Menéndez y Pelayo en tiempos venideros, cuando las naciones hagan más esfuerzos para conocerse las unas a las otras, pero cuando—desgraciadamente para una civilización comercializada—traten también de explotarse mutuamente más que antes. Sin nuestros ideales, nosotros no llegaremos jamás a ninguna tierra de promisión.

Permítanme ustedes que les pondere un momento el interés extraordinario que se ha despertado en los Estados Unidos por todo lo que concierne a España y a la civilización hispanoamericana. Se puede afirmar que se estudian actualmente en nuestros Centros de educación todas las manifestaciones de la vida intelectual de este país, ora sean del año que corre o de épocas remotas de su historia. Se ha repetido, y no sin razón, que este interés arraiga principalmente en la esperanza de más estrechas relaciones mercantiles, las cuales se miden en valores de Banco; pero se nota también la leva-dura muy sana de una curiosidad intelectual, de un deseo muy hondo de conocer a la España actual, de apreciarla por medio de los hechos de sus hijos más grandes y predilectos, y entre ellos ¿quién nos puede servir de guía con mayor acierto que Menéndez y Pelayo?

Hace veinte años no había en todas nuestras Universidades sino un solo maestro con título de Profesor de español, y éste se dedicaba

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enteramente al estudio de la filología; hoy cada Centro Universitario tiene uno o más especialistas, a quienes incumbe, por tarea principal, la de enseñar la historia literaria o política de España. Y en las Escuelas e Institutos es aún más notable este desarrollo, porque en contadísimos se da un curso de cuatro años sin que figure en él el estudio del español. Esto significa que hay centenares de maestros que actualmente enseñan—de vez en cuando con escasos conocimientos, pero con buena voluntad—y miles de discípulos que estudian el castellano. Después de dos años dedicados en las Escuelas e Institutos a aprender el idioma, los que pasan a la Universidad ensanchan el estudio del lenguaje en clases avanzadas de composición, por una parte, y por otra, de literatura española. Hasta en las Universidades hay clases para principiantes; así es que en la de California había en el año de estallar la guerra unos 500 principiantes de español, 250 de segundo año, 200 de tercero y unos 100 de cuarto año. Los candidatos para el certificado de maestro, para los grados más altos que el bachillerato, y los estudiantes dedicados a investigaciones especiales, tienen que añadir desde uno a tres años más de residencia, lo cual no significa solamente examinarse al final del curso, sino el haber seguido el trabajo diario exigido por reglamento de la sección de graduados. Este interés por la cultura española, ha justificado además la creación de una Asociación nacional de maestros de español, que contará pronto con 1.000 socios, y que tiene ya un órgano en la revista HISPANIA, que se dedica a la propaganda del estudio de español y suministra a sus lectores las últimas noticias sobre su ramo predilecto. Así, estamos obligados en los Estados Unidos a buscar maestros con cierta variedad de conocimientos, sobre todo los que tengan habilidad en la enseñanza del lenguaje y que hayan pasado por cursos científicos de investigación en asuntos de historia, lingüística y literatura.

Por esta razón se ha pedido últimamente desde los Estados Unidos jóvenes eruditos de aquí para servir de maestros, y es cierto que habrá en este intercambio espiritual la garantía más sana de nuevas y profundas relaciones intelectuales entre España y mi país. No está puesto en razón esperar que España nos envíe en seguida, ni siquiera dentro de pocos años, todos los maestros que necesitan las Escuelas y Universidades; pero sueño con otro proyecto, el cual, si llega a realizarse, nos será de suma utilidad: según este plan, algunos jóvenes americanos han de venir aquí para ponerse bajo la

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dirección especial de maestros y eruditos españoles. Y una Sociedad como ésta ¿no ha de servir admirablemente a una causa tan digna? ¿No podría ella llegar a ser una verdadera "alma mater" de hombres y mujeres ansiosos de estudiar aquí y disfrutar del consejo y de los preceptos de sus ilustres socios? ¿Dónde se encontrarán en mayor abundancia los instrumentos de trabajo, que entre la colección de libros y manuscritos que lleva el nombre de Biblioteca Menéndez y Pelayo? Permítanme que repita que hablo desde el punto de vista de mi país al ponderar cuántos elementos nos faltan allá para difundir el conocimiento verdadero del arte, de la literatura y de las ciencias españolas. El deseo más sincero de apartarse de una tradición vieja e injusta, de todos esos prejuicios antiguos sobre España se deja notar en Norteamérica, y el estudio de las obras de Menéndez y Pelayo ha de ser uno de los grandes portales por el que se debe entrar en esta tierra incógnita y que no dejará de crear una herencia nueva de confianza mutua y sincera amistad. Dejemos para siempre las opiniones estrechas de las generaciones pasadas; y en cuanto a mi país, estamos en todas partes dispuestos a abrir de par en par las puertas a los españoles que nos traigan la cultura hispánica, y en el mismo sentido nadie duda de que se dará a nuestros jóvenes la bienvenida acostumbrada de este pueblo caballeresco.

Ninguna crítica sana puede desdeñar ni tratar ligeramente lo más distintivo de una civilización extranjera a causa de no estar en armonía con la nuestra, porque a veces aquella no nos es inteligible por falta de conocimientos históricos; y, en su virtud, no se puede consentir que un extranjero se atreva a sugerir reformas o progresos mediante la modificación de elementos que pueden ser inherentes a lo más característico, lo más arraigado de la raza. El mejor modo de educarse un pueblo ha sido siempre el dar un empuje al pensamiento, a los ideales, a la vida netamente nacionales, y ¿no estriba la gloria de Menéndez y Pelayo en esta doctrina? Así, el principio, el programa de todos los maestros en estos tiempos de confusión y de nivelación insensata, debe ser éste; venerar lo sagrado de la herencia nacional y negarse terminantemente a la imitación fácil de todo lo que viene de fuera para ir con la corriente revuelta y turbia de una mal llamada civilización internacional que se inspira en mercados y bolsas de comercio.

Al acercarnos los extranjeros al estudio de la cultura española se nos presentan dos obstáculos: el primero es que trabajamos en cen-

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tros de estudios lejos de los archivos españoles, magníficos por la variedad de sus tesoros, y que nos faltan las colecciones amplias de libros raros y curiosos. El segundo se encuentra en que nuestros únicos recursos son por la mayor parte ediciones modernas, publicaciones dadas a luz, a veces por un erudito, o por el capricho de un bibliófilo que hace imprimir una obra maestra antigua en 51 ejemplares, o, por lo menos, en una forma casi tan costosa para los pocos compradores como el original. Estos son, por consiguiente, los instrumentos con que trabajamos, y ni siquiera representan un índice completo de las grandes creaciones españolas, ni dan una idea adecuada de cuanto merece ser estudiado. Por mucho que extrañe, casi la mayoría de los escritores notables no se han publicado en ediciones accesibles para nuestras clases; y se comenta a menudo en el extranjero la necesidad apremiante de ediciones fidedignas de innumerables autógrafos de algunos de los más grandes prestigios literarios. En medio de estas faltas y obstáculos al estudio nos consuela la obra comprensiva de Menéndez y Pelayo, que será para siempre una verdadera inspiración para todos los que trabajan; y los libros y manuscritos adquiridos por él con amor y paciencia infinitas, constituirán la base de trabajos con los que se ha de levantar un monumento más duradero que el bronce o cualquier edificio hecho por manos de hombre, si se llega a consolidar una hermandad intelectual como esta Sociedad, dedicada a realizar el sueño del maestro: que era sacar a luz dignamente lo esencial de los archivos y bibliotecas y estudiarlo de modo que contribuya debidamente al maravilloso conjunto que se llama la cultura patria. Por donde quiera que se busque materia, ora sea en el campo tan extenso de la literatura, o en la historia tan llena de almas grandes, o en la filosofía de infinitas escuelas y tendencias, Menéndez y Pelayo puede servirnos de norte. Por tanto, se comprenderá que los extranjeros deseemos conocer a los pensadores, a los humanistas, a los filósofos, a los poetas por medio de la doctrina amplia del maestro. ¡Con cuánta claridad señala para los amantes de España la meta de sus esfuerzos! ¡Cuántas son las obras cuya publicación él ha sugerido! ¡Cuántas emprendió, y cuántas nos ha dejado terminadas para honra eterna del país que tanto amaba!

Sería imposible dar una idea justa de todas las personalidades históricas y literarias que Menéndez y Pelayo ha resucitado ante nuestros ojos, ni de todas las obras importantes que él supo interpre-

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tar con una penetración y visión únicas. Cuando en distintas ocasiones, ya en conferencias públicas, ya en mis clases, he tratado de hacer un resumen de una pequeña parte siquiera de los conocimientos que abarcaba su cerebro extraordinario, se quedaron siempre algunos de los oyentes para preguntar detalladamente y con cierta incredulidad, cómo era posible que un hombre solo supiera tanto, o cómo pudiera leer al parecer todo lo que valía la pena de leerse; cómo supo extraer con tal magia lo mejor y lo esencial de mil escritos, de movimientos literarios o de épocas enteras.

Vano sería el trabajo de mencionar una parte siquiera de los escritores que Menéndez y Pelayo deseaba ver en ediciones nuevas o completas, ni puedo ponderarles cuánto anhelamos los que enseñamos ver realizadas estas esperanzas del maestro, con cuánto gusto acogerían nuestros discípulos la publicación en ediciones fidedignas y críticas de cuantos escritos dan a la cultura española su puesto envidiable en la historia de la civilización. A las críticas proferidas por extranjeros o ignorantes contra España, ¿no sería la contestación más eficaz, ora la biografía de un gran español, ora la edición de una obra inmortal, o de autógrafos y manuscritos que duermen en los archivos? Pronto se impondría silencio a toda crítica, si, como lo soñaba Menéndez y Pelayo, se pudiera contestar por medio de obras completas y críticas escogidas entre los muchos autores del más alto mérito. Recuerdo bien, cuando en ocasiones inolvidables tenía el privilegio de hablar con el maestro, ¡cuán hercúlea me parecía la tarea que nos proponía! Una reimpresión sistemática de lo más importante del teatro antiguo para dar una idea comprensiva de su historia y desarrollo, de comedias escogidas de los más notables dramaturgos del siglo de oro, de ediciones de novelas, coloquios satíricos, poesías, misceláneas; con todo esto soñaba, tornando muchas veces a la necesidad apremiante de un Quevedo completo, de una colección digna de Lope, de una publicación uniforme de todas las obras de Cervantes. En vista de estos proyectos y sugestiones, mediante la inspiración de ejemplo tan noble, se pueden emprender muchos trabajos para los que Menéndez y Pelayo había reunido ya lo esencial en su biblioteca.

Se ha dicho, pero sin edificar la afirmación debidamente, que Menéndez y Pelayo no se fijaba bastante en la forma, en el modo de imprimir estas obras importantísimas. Esta crítica es muy injusta, porque el maestro anhelaba más que todo encontrar y enseñar la

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verdad, y en sus investigaciones lucía siempre la rectitud, la cualidad que constituye la base más firme de todos los trabajos estrictamente científicos. Su genio estupendo se dedicaba con más libertad a la interpretación de ideas, a la exégesis, a reedificar y resucitar. Si se hubiera dado también a depurar textos, a imprimir ediciones nuevas, habría sido con perjuicio inmenso para la historia, la crítica literaria y, sobre todo, para la interpretación estética o artística de cuanto estudiaba; a consecuencia de esto, es injusto juzgar sus procedimientos por el carácter de uno u otro texto editado bajo su dirección. Para concretar esta argumentación, tomemos dos grandes nombres, Quevedo y Lope de Vega, la impresión de cuyas obras Menéndez y Pelayo había realizado en parte. El estado del texto tal como se ha publicado muestra admirablemente con qué desventajas tenía que luchar el crítico por falta de colaboradores especialistas y peritos que le ayudaran en la preparación de los originales, para lo cual él no tenía tiempo. El Quevedo de Fernández-Guerra, en que Menéndez y Pelayo pensaba fundar su edición grandiosa, era un trabajo maravilloso para mediados de la centuria en que vivía el benemérito editor, y no existía otro fundamento en que Menéndez y Pelayo pudo basar su edición sin rehacer todo el trabajo en cada detalle. Aun así, las obras de Quevedo han quedado en torso por el esfuerzo sobrehumano que pedía el cotejo de infinitos textos, y toca a los eruditos de esta generación y a sus discípulos el realizar este proyecto del maestro y preparar una edición completa de Quevedo, digna no solamente del poeta y satírico, el más grande quizá de toda la literatura, sino también del más noble de los críticos modernos.

En cuanto a las obras de Lope de Vega, ningún nombre de nuestros días es más digno de unirse para siempre con el del dramaturgo artista que el del crítico artista Menéndez y Pelayo. Los prólogos que se imprimieron en los doce tomos de la edición académica perdurarán siempre como base para cualquier estudio que se escriba sobre el "Monstruo de la naturaleza." Yo estoy convencido de que este trabajo del maestro no ha sido apreciado jamás en su justo valor ni aun por los admiradores de la comedia de Lope de Vega. ¿En qué crítica se encuentra una visión más amplia y comprensiva? ¡Cuántos detalles importantes se explican e ilustran! ¡Con qué simpatía por el genio de Lope, con qué entusiasmo, o mejor dicho, con qué inmenso cariño emprendió Menéndez y Pelayo este trabajo

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asombroso! Él mismo había reconocido con cierta tristeza, que pocos lectores llegaron a comprender cúan grande era la parte de su alma que había dejado en estos prólogos. Por cierto, no son como otros tantos prefacios que adornan los escritos de muchos autores, ya contemporáneos, ya de tiempos pasados, la labor de una hora breve; antes son el depósito de sus conocimientos más recónditos, la expresión más perfecta y artística de su genio, en ellos muestra insuperablemente la amplitud sorprendente de su habilidad sintética. La idea más completa de su erudición histórica, de cuanto abarcaba en materia de filosofía, de literatura comparativa y de folklore, se puede formar de estos estudios sobre el teatro de Lope de Vega. Sin embargo, los doce volúmenes en folio mayor, en que vieron la luz, nunca pudieron destinarse para los lectores amantes de Lope, y la edición, por consiguiente, parece mal ideada para fomentar el estudio, tanto de Lope de Vega como del crítico que tan magistralmente supo interpretarlo. En vista de esto se debe acoger con verdadero entusiasmo la edición nueva, que muy pronto formará parte de las obras completas del maestro, dignamente publicadas por su discípulo predilecto Adolfo Bonilla.

Estos prólogos no son sino una parte de lo que Menéndez y Pelayo se había propuesto escribir sobre el arte dramático de Lope de Vega, sin embargo, ¡cuán vasto es el fragmento que nos queda en estos doce tomos! Dos de ellos comprenden los autos, coloquios y comedias de asuntos de la sagrada escritura; otros dos las comedias de vidas de santos, de leyendas piadosas y las comedias pastoriles; un tomo hay de comedias mitológicas y de comedias históricas de asunto extranjero, y siete tomos de comedias basadas en crónicas y leyendas dramáticas de España, con una sección de comedias novelescas. Se comprenderá sin dificultad cuántas disquisiciones y análisis amplios de carácter histórico o estético se inspiraron en materia tan abundante. Los estudios que tratan de los autos, de las comedias de asuntos de la sagrada escritura, juntos con lo que Menéndez y Pelayo había escrito antes sobre otros de la misma índole de Calderón, constituyen la discusión más completa, más comprensiva sobre los vínculos entre el teatro y la iglesia; ellos son también la última palabra sobre un rasgo de carácter especial del teatro español: el desarrollo orgánico e independiente de un drama netamente religioso al lado del teatro profano, constituyendo una fórmula dramática y estética que jamás llegó a una expresión

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tan acabada en ninguna otra nación europea. Y si tenemos en cuenta que esta exposición pedía conocimientos sin límites de la historia eclesiástica, del rito de occidente, lecturas profundas en las vidas de los padres de la Iglesia, de los santos, estudios vastos en la historia bíblica y en la sagrada escritura con los innumerables comentarios hechos durante siglos, resulta, sin embargo, un conjunto, que por la claridad del estilo, por el don incomparable de resucitar lo que era de interés para las generaciones de tiempos lejanos, por lo magistral de la síntesis no tiene igual en la crítica de cualquier teatro antiguo. Y estos estudios son poco menos que desconocidos. ¿Quién lee hoy los autos sacramentales o las comedias de vidas de santos? Sin embargo, Menéndez y Pelayo supo tratarlos con tanta entereza, con tanto brío en la interpretación, explicó con una simpatía tan contagiosa como se justificaban histórica y estéticamente que el lector parece tener delante un asunto de la actualidad. Para Menéndez y Pelayo, como para todos los grandes humanistas, nada que haya despertado jamás un interés profundo en el corazón del hombre puede morir del todo: ningún lenguaje hablado, ninguna forma de culto o de diversión que en algún tiempo haya tenido parte en la rutina de su existencia, ninguna visión que haya iluminado el oscuro camino de su vida, nada, en suma, de cuanto haya merecido su devoción apasionada en horas de ocio o de trabajo.

Dentro de la clasificación que hizo Menéndez y Pelayo de la obra de Lope, su crítica llegó al nivel más alto en los estudios maravillosos de las comedias basadas en crónicas y leyendas dramáticas de España. Será imposible dar con una materia que dominase con más perfección. Cuanto había leído, todas sus investigaciones en los archivos dentro y fuera de España, su conocimiento de infinitos romances, el cotejo que había hecho de las más raras crónicas, las literaturas extranjeras además de la literatura patria, las leyendas y el folklore español, todo conducía a crear un tesoro sin par de erudición, y mientras ilustraba e interpretaba cada tema, podía recurrir con seguridad a una memoria asombrosa por el caudal que guardaba en cualquier asunto. Pero estas crónicas y leyendas que tratan de una materia meramente española, eran siempre para él una fuente de inspiración inagotable, ennobleciendo su estilo, ensanchando su visión y dando rienda suelta a su amor profundo al solar patrio, cuyas creaciones en las artes y en la literatura tenían para él un

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interés particular, porque él sabia dar a cada fenómeno su lugar propio en el desarrollo de la cultura nacional. En vista de la marcha jamás interrumpida de la historia, Menéndez y Pelayo concibió este grupo dentro de la clasificación de las comedias de Lope, y demostró al mismo tiempo cuánta materia dominaba el gran dramaturgo en estos temas. No es posible dar una idea justa de los infinitos detalles que el maestro examina en estos prólogos, pero no puedo dejar de repetir que representan lo más duradero de su crítica. En medio del caudal de erudición se nota en cada página que siente siempre como artista, ponderando a cada paso la belleza de la idea o de la forma. Y en esto consiste su superioridad sobre todos los críticos de Lope de Vega. Con un equilibrio exquisito pudo discurrir sobre los orígenes históricos y literarios de cada comedia, pero no por eso perdió de vista el arte dramático que da a estas comedias su valor único. Si hay un defecto que se les puede achacar a estos prólogos en su conjunto, se debe al carácter complicado de la materia y al hecho triste de no haberse concluído este torso maravilloso. Al análisis de tantas comedias, a los juicios distintos derramados por tantos tomos, les hace falta un resumen sintético, un estudio de conjunto para hacer patentes los principios del arte de Lope. Pero este estudio que el maestro pensaba sin duda poner al final de su trabajo, desgraciadamente no llegó a escribirse.

Cualquiera investigación que se haga en las comedias de Lope basadas en cantares o romances, tiene que arrancar del trabajo iniciado por Menéndez y Pelayo. El nos expone no solamente las versiones conocidas por Lope, sino que examina sus variantes y ramificaciones desde los orígenes más remotos hasta que se pierden en cualquiera de los dramaturgos imitadores de Lope. El grupo de comedias basadas en la historia de la Edad Media, como "Las mocedades de Bernardo del Carpio," "Los Tellos de Meneses," "El Conde Fernán González," "El Bastardo Mudarra" y "Los Siete Infantes de Lara," inspiró en la pluma de Menéndez y Pelayo un verdadero compendio de historia y cultura medievales. Presenciamos otra vez los sucesos más importantes de entonces, y llegamos a conocer hasta las figuras de los grandes personajes, como si hubieran resurgido delante de nosotros.

En varias ocasiones Menéndez y Pelayo ponderó lo inútil de una comparación hecha entre Lope, Shakespeare, Molière u otros dramaturgos notables. ¿Qué se logra con una discusión vana que

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trata de mostrar la inferioridad del primero, si no hace justicia a los rasgos más distintivos que constituyen la fórmula artística de Lope, única por su género en la historia del teatro? La comparación tiene su lugar dentro de toda crítica fundamental, pero la base imprescindible de cada estudio comparativo es el conocimiento de los rasgos esenciales de la cultura y del ambiente en que se desarrollaba el genio de cada escritor. En este sentido el criterio objetivo de Menéndez y Pelayo es un modelo acabado para nuestros discípulos, los cuales, inspirándose en la riqueza de ideas que encuentran en estos prólogos pueden hacer una tesis admirable justificando el alto rango que, entre los primeros, debe concederse al gran dramaturgo español.

Aún no existe la obra que por sí sola examine debidamente todo lo que significa en su amplitud sorprendente la fórmula estética de Lope, ni cuánto contribuyó con su arte dramático a la gloria del teatro español. Sin duda, esta falta se puede achacar, en primer lugar, al sinnúmero de comedias que nos quedan de su pluma, y, en segundo lugar, al estado desgraciado de las ediciones ya impresas, asunto del que trataré con brevedad antes de terminar. Pero este estudio comprensivo debe hacerse pronto, porque con él se llegará a conocer tanto la personalidad intrincada y maravillosamente dotada del autor, como lo esencialmente original de su teatro y la belleza perdurable de sus obras maestras; y el análisis que nos ha dejado Menéndez y Pelayo con sus prólogos, siempre servirá de pauta, porque le ha tocado al gran crítico algo de la inmortalidad inherente a la materia que trataba.

El maestro no llegó a terminar los prólogos que debían tratar de las comedias novelescas y se comprenderá fácilmente cuán grande es nuestra pérdida en esta materia. Es vano pensar qué estudio tan bello de conjunto habría añadido sobre las relaciones entre el teatro de Lope y su época, a propósito de las comedias en que el dramaturgo supo conservar para siempre las costumbres y el lenguaje de los hombres y de las mujeres de su siglo. Así quedan por estudiar todas las comedias inspiradas en la vida diaria, las cuales se pueden considerar entre las creaciones más bellas, más graciosas y más duraderas del teatro de entonces. Nunca escribió Lope con más sinceridad, ni se dejó dominar menos por las convenciones o tradiciones de la comedia, que en obras como "El ausente en el lugar," "La dama boba," "El acero de Madrid," "La noche toledana," "Los melindres

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de Belisa," "Al pasar del arroyo," que nacieron cada una completa, de una sola inspiración; y todos los amantes de Lope sentimos profundamente que estas comedias exquisitas no se representen más, lo cual es una falta irreparable para los jóvenes de nuestra generación.

Comparada con la crítica de Menéndez y Pelayo la de otros escritores indígenas o extranjeros, parece pobre y apenas digna de la obra magna de Lope.

Como extranjero puedo declarar con entera sinceridad, que de cuantos han escrito sobre el dramaturgo español, logrando en su día muchos elogios, como, por ejemplo, Ticknor en los Estados Unidos, Chorley en Inglaterra, Schlegel y Schack en Alemania,—o en el día de hoy, Rennert y otros, conocidos por sus compilaciones bibliográficas y biográficas,—ninguno deja de parecer seco o dominado por cierta estrechez de criterio. Las conferencias de Schlegel y la historia de Schack constituyen aún la base de la crítica alemana de hoy, pero ya han perdido mucho de su vigor primitivo: resultado natural en una crítica que arraigaba enteramente en el romanticismo; los dos alemanes juzgaron de todo a través de la atmósfera que habían respirado, y no supieron dar ni a Lope ni a Calderón, su héroe espiritual, el lugar que les convenía en el desarrollo orgánico de un teatro netamente español. Los críticos de la escuela romántica vieron las obras españolas a través de un medio artificial, por lo que otros habían escrito de España. Hasta los que habían residido en la Península mostraron la influencia de esos prejuicios que nacen de sangre distinta, de la diferente historia política y religiosa nacional, y, sobre todo, de ciertos antagonismos tradicionales de raza. Hoy día, tal procedimiento de la crítica parece extraño a nuestros discípulos, que intentan identificarse en sus estudios con el espíritu de este pueblo, para poder examinar con objetividad y simpatía los orígenes y el florecimiento de la cultura española. Sobra afirmar en la enseñanza actual, que una obra de arte no puede juzgarse como un frío documento histórico, sin tomar en cuenta que representa también una personalidad, una visión, y todo lo que implica el haber vivido y luchado. Chorley afirma que tanto la Iglesia como el Estado pesaron sobre la comedia de tal modo, que nunca logró desorrollarse con plenitud: pero no se ve claramente que Lope, con sus miles de escritos, haya tropezado con grandes obstáculos ni que haya dejado jamás de moverse con suma libertad dentro de la fórmula que él

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mismo supo crear en la atmósfera en que florecía su arte. Como Shakespeare, Goethe, Molière y todo gran genio, Lope absorbió indiscutiblemente de la tradición literaria, de toda la cultura nacional, cuanto necesitaba su espíritu creador, improvisando sin esfuerzos una de las obras más hermosas del siglo de oro. Muy distintas pueden ser entre si las artes dramáticas de las naciones europeas, pero de las diversidades de raza surgen precisamente las bellezas singulares del arte y de la literatura. Y ¿es preciso inferir de todo esto que los extranjeros no lograremos jamás juzgar de una obra de arte español o del pensamiento español justa y debidamente? Quizá sea así; sin embargo, debe vivir en el corazón de los hombres, dondequiera que residan, la esperanza de que los genios inherentes a las razas no vivirán en eterna oposición el uno al otro; siempre guardarán misterios y secretos que no son para los de fuera; pero lo esencialmente distintivo en ellos deberá servir también para los más nobles estudios comparativos de cultura.

A veces preguntan mis discípulos qué ediciones hay de Lope dignas de ponerse al lado del estudio magistral de Menéndez y Pelayo, y mi contestación tiene que ser—¡y ojalá no fuera así!—que las ediciones existentes no son dignas de los dos grandes autores que acabamos de examinar. Sería inútil reparar aquí en el carácter de todos los textos impresos de Lope; excuso recordar el procedimiento de Sancha o de Hartzenbusch al hacer sus colecciones conocidas de las obras de Lope; per hay que admitir que con todos sus defectos esas ediciones merecían el elogio sincero de todos los lectores: no reprodujeron el texto de un modo fidedigno; sin embargo, era sumamente meritorio su deseo de hacer accesibles para el público muchas obras de Lope hasta entonces apenas conocidas. La edición académica que lleva los prólogos de Menéndez y Pelayo tiene el mérito de haber intentado por primera vez una clasificación de las comedias; pero su forma en folio mayor no es práctica ni sirve para la mayoría de los lectores. La edición de Lope que se está publicando actualmente no realiza en nada lo que exige la crítica moderna. Así, la edición ideal de Lope queda aún por hacer, y de ella dependerán todas las investigaciones duraderas en su teatro.

El trabajo de editar a Lope debidamente ha de arrancar de un principio lógico: el de sacar a luz antes de todo los autógrafos que quedan, porque son la única base de cualquier estudio sólido y profundo. De ellos depende todo proceder científico para fijar la for-

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ma original de sus comedias. No hace falta imprimirlas con comentarios, porque son precisamente los originales tales como nos los dejó Lope, lo que se necesita. Cada autógrafo debe ir en un tomo, como se ha impreso a Shakespeare, a Goethe, a Molière, y así tendríamos una colección preciosa de unos 35 tomitos, que quizá emprendamos algún día. Los autógrafos apenas se conocen, y ¡qué monumento tan hermoso para Lope sería semejante edición, o qué tributo de mayor gloria se le podría pagar a Menéndez y Pelayo!

Es imposible exagerar la importancia de estos autógrafos. Nos proporcionan los únicos detalles fidedignos sobre el modo de componer de Lope; explican su técnica y su lenguaje infinitamente más que las comedias mal impresas de su tiempo. Ellos nos permiten corregir pasajes viciados y hasta restaurar muchos versos omitidos en las primeras ediciones. Como un ejemplo admirable de lo que aprovechará el estudio detenido de los autógrafos, pueden mencionarse los muchos cantares que se encuentran en sus comedias. En los impresos se lee por lo general la acotación: "bailen y canten," y luego sigue o un cantar tronchado o se omite del todo. Algunos de los autógrafos, donde se introducen bailes, conservan íntegro el cantar, y el cotejo entre el original y lo que se había salvado en la versión dada a la imprenta hace patente cuán grande es la pérdida de estos detalles en casi todas las comedias de Lope. Ni es posible ponderar cuánto ganaría la historia de la música y del baile si tuviéramos la mayoría de los originales de Lope.

Una edición de las obras completas de Lope no debe intentarse aún; sería ocioso imprimir todas sus comedias conocidas, aun si fuera posible traerlas de todas las partes del mundo. Un hombre solo no lo conseguiría tampoco, ni vale la pena reproducir cada comedia en su estado actual. El mejor principio científico sería dar a luz solamente lo más acabado y esencial de su obra, y eso en ediciones pequeñas, hechas con toda la labor cuidadosa que pide la crítica moderna. El mejor resultado lo daría una colección escogida esmeradamente, impresa en tomos manejables por todos, y no una serie de volúmenes grandes que lo traen todo sin proporcionar la base necesaria para un estudio exacto y comprensivo del texto.

En vista de que Menéndez y Pelayo ha ponderado en varias ocasiones la falta que hacen ediciones fidedignas de otros grandes autores que no se pueden estudiar a fondo todavía, es preciso reconocer que se ha hecho mucho daño al aprecio digno de infinitas obras maes-

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tras por la ponderación exagerada de los escritos de Cervantes. Yo mismo he dedicado la mayor parte de mis trabajos a comentarios e investigaciones sobre el arte de este "raro inventor," y así se me perdonará el que señale este perjuicio notable a la literatura española. No hay derecho a que la grandeza de Cervantes deje a la sombra y obscurecidos tantos nombres de primer orden. Se puede hacer un servicio de profunda transcendencia para la cultura perfeccionando los medios de trabajo, mediante los cuales la obra civilizadora de la Península quedará manifiesta al mundo. Estos medios serán los autógrafos, los manuscritos y las ediciones de libros raros que, puestos en manos de nuestros discípulos, darán un impulso nuevo al estudio de las ideas estéticas españolas. Tendremos también la satisfacción de hacer admitir a los extranjeros que además de Cervantes había otros grandes escritores en España.

En medio de estos proyectos ideales, no se perderán de vista ciertos resultados prácticos, de tanto intéres para los Estados Unidos como para España. Se echarán de ver sobre todo en la cooperación cabal de los eruditos españoles con los de Norteamérica, y de Sociedades como ésta con organizaciones análogas de los Estados Unidos. En todas las empresas transcendentales ocurren siempre dificultades, y en ésta habrá que tomar en cuenta el obstáculo de los idiomas; pero se puede estudiar el modo de vencerlo. El intercambio de profesores, tantas veces discutido, parece práctico únicamente cuando el lenguaje hablado por el profesor es entendido por el mayor número de discípulos, y así tiene que ser casi siempre el idioma de los indígenas, con la excepción quizá del maestro cuyo ramo es la literatura, la lengua o la historia; en este caso es de suponer que le entienden sus discípulos por haber ya trabajado en asignaturas análogas. Pero, sin duda, los mejores resultados se obtendrán por medio del ya aludido intercambio de estudiantes jóvenes dedicados al estudio de la historia o de la literatura. Y ¿dónde pueden nuestros discípulos prefeccionarse mejor que aquí, donde aprovecharían los tesoros de los archivos y bibliotecas bajo la dirección de las lumbreras más notables? En España se encontrarían los elementos originales y antiguos de valor único, y en las Bibliotecas norteamericanas, por lo general, lo más esencial de las publicaciones recientes con que completar los estudios. Y se debe establecer en algún centro de los Estados Unidos una Casa española íntimamente relacionada con un centro de aquí, como, por ejemplo, esta nueva Sociedad; por ella se

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conocerían todos los discípulos dignos de seguir sus estudios en el extranjero. Por medio de una cooperación bien organizada, una Casa española en los Estados Unidos sería de gran provecho a nuestras escuelas, esparcidas por tantos Estados sobre un terreno vasto y, por consiguiente, faltas aún de un centro común. Ni debe cabernos duda alguna de que cada esfuerzo hecho para estrechar nuestras relaciones universitarias o intelectuales nos llevará un paso más cerca del éxito de estos planes. Por cierto reconocemos los que abrigamos la esperanza de resultados prácticos de nuestros esfuerzos, que el éxito arraiga en la buena fe, en la sinceridad, en la tolerancia mutua, en el evitar personalismos y en el principio fundamental de que todos los fenómenos de la sociedad humana deben estudiarse sin la comparación odiosa de tradiciones distintas o de hechos históricos ya lejanos. Antes que todo habrá que evitar, o por lo menos interpretar filosóficamente, los prejuicios de raza, las cuestiones políticas o las instituciones religiosas. Por este camino, y no por ningún otro, se lograría una amistad duradera, generosa, fecunda en grandes resultados y en ideas nobles, que es lo que hará falta en los años venideros, los cuales pedirán más que nunca un equilibrio espiritual y un juicio sano. Y éste es el momento más a propósito para un acuerdo transcendental entre España y los Estados Unidos.

El que ha viajado mucho entre las varias gentes del mundo debe llegar a España como a un puerto de descanso; y estudiará a este gran pueblo con las simpatías más profundas. Ustedes recordarán que era corriente en tiempos del renacimiento el dicho "Patria común de los extranjeros es España," y si todos se encuentran aquí como en su propia casa, será porque en España, como en ninguna otra parte del mundo, se reconoce el valor inherente a la personalidad de cada individuo. Pero la personalidad, ora sea individual o nacional, es compleja, y las instituciones de que se viste, ora sean religiosas, políticas o industriales, reflejan el mismo carácter. Las naciones no han salido aún del campo de Agramante, la guerra no parece haber aumentado la buena voluntad internacional, y así la interpretación de estas personalidades complejas de naciones y de individuos dependerá en el porvenir inmediato de Sociedades intelectuales como esta, de los eruditos en todas partes que se dedican al estudio de esos documentos capitales de la humanidad, que nos han sido legados del pasado por medio de las letras y de las artes; a nosotros nos toca conciliar enemistades y discrepancias para devol-

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vernos la paz del espíritu, y para hacer menos despreciable lo que somos los hombres. Como maestro, yo vería con sumo agrado el día en que nuestros discípulos, hombres y mujeres, fueran bienvenidos aquí para aprender en este ambiente cuán fácilmente se pueden conciliar y armonizar nuestras dos culturas y para revelar y enseñar después en los Estados Unidos el alto significado de cuanto ha sido intentado y cumplido por los españoles. ¿Cómo realizaremos estas amistades sino por medio de nuestra juventud aún flexible de carácter y de entendimiento, que no tiene ofuscada por el desengaño la visión del porvenir, que no ha perdido el entusiasmo y la iniciativa? Ni puede haber proyecto que corresponda mejor a la obra de Menéndez y Pelayo que el de crear discípulos aptos para el trabajo y anhelosos de la verdad en cuanto hagan o piensen; y España será más que antes la patria común de los extranjeros.

Los hechos grandes no son el patrimonio de una nación sola: las invenciones, los descubrimientos científicos, los adelantos en la medicina, en la química, en la electricidad se divulgan para el beneficio de la humanidad. En este sentido esperamos que los frutos de esta Sociedad y los trabajos de sus hijos intelectuales sean contribuciones imperecederas al estudio de la civilización española, de sus creaciones más distintivas en las artes y letras y que sean conocidos y acatados hasta en tierras lejanas, donde habían penetrado antes los conquistadores y las armas de España.

Y tú, ¡oh, glorioso maestro!, cuya obra durará para asombro del mundo, para formar la base de cuanto se haga aquí, para indicar el camino que hemos de llevar y para alumbrar nuestros pasos, tú bendecirás cada esfuerzo que nos dé más luz, más grandeza espiritual y que cree vínculos firmes de una amistad sincera e inquebrantable entre todos los que trabajan dignamente, cualquiera que sea su origen o su patria.

RODOLFO SCHEVILL

UNIVERSIDAD DE CALIFORNIA

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MONTEVIDEO AND "PEGASO"

Montevideo is the capital of Uruguay. Some North Americans can tell you thus much about this interesting city of the Southern Hemisphere. Many of them will pronounce the name like an English sea captain putting the accent on the "i" of the antepenult instead of the "e" of the penult. The most prominent feature of its topography is the *cerro* which protects the fine harbor and determined the situation of San Felipe y Santiago de Montevideo.

The country takes its name from the noble river Uruguay, which, with its prolongation, the Rio de la Plata curves around it like a mother's arm encircling a babe. The river is a Brazilian river and the country is the offspring of the great plateau of Brazil and the rivers which, breaking down the plateau, have brought Brazilian fertility to the country, and the rainfall from the clouds that dash against the Brazilian mountains. The backbone of Uruguay is a ridge known in local parlance as the *cuchilla grande*. A *cuchilla* is a ridge of land with gently undulating sides, a geological formation which characterizes the region. But Uruguay, by nature Brazilian, is not so in speech nor history.

Uruguay, forming the right shore of the great estuary, the Rio de la Plata, which was discovered by the Spaniards and claimed as their possession, became a Spanish-speaking country. But like its soil its speech is tinged with Brazilian traits. The diphthongs "ei" and "ou" of its family and place names, such as Ribeira, are of Brazilian origin. Montevideo, founded by the Governor of Buenos Aires to protect the eastern bank of the Rio de la Plata, the "banda oriental," from the encroachments of the Brazilians, refused to become Brazilian when in the early days of independence from Spain, Buenos Aires was willing to abandon her to her natural fate. Instead of this she proclaimed and maintained her independence, both of Buenos Aires and of Brazil, as the capital of the República Oriental del Uruguay. So Uruguay is today one of the smallest, but as nature made her, one of the very richest of the Spanish-American republics.

When North Americans land in Montevideo and find that the American dollar is normally worth only 96 cents of Uruguayan

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gold, they are surprised, and when, as sometimes happens, the North American dollar will buy only 80 cents of Uruguayan money, they become even more piqued. How can such a thing be? It happens because, in the first place, American merchants have not sent enough American-manufactured goods after that Uruguayan gold, and, secondly, because American purchasers have ardently desired Uruguayan wool, leather, and chilled meat. Among that great fleet of automobiles lined up at the seashore resort of Pocitos too few were made in the country of Uncle Sam.

Do you ask what the Uruguayans do with so much wealth? They build handsome public buildings and beautiful private homes. The main street of Montevideo is unique in the manner in which it runs from one parklike plaza to another along the top of a *cuchilla,* with streets sloping from it to the bay, so that one who walks along the Calle 18 de Junio catches glimpses of the water and shipping. The homes of the well-to-do citizens face the plazas and line the side streets leading from the avenue.

A peculiarity of many of these homes is that they are situated over stores, contrary to the North American custom and prejudice. The advantage of such a situation as this, common to all South America, is that a business man can live near enough the business center to take his noonday meal at home, as well as walk to and from his place of business, his favorite café or club. Lawyers and professional men are thus able to have offices in their own homes.

In Montevideo, toward the end of June, 1918, I had the pleasure of calling at the homes of two leading citizens, both of them lawyers and men of letters. One of them was our esteemed Juan Zorrilla de San Martín, honorary member of the American Association of Teachers of Spanish. As it was rather early in the morning, I was fortunate enough to find him alone. When I entered his office he was taking his breakfast *mate,* the water for which was heating over an electric heater in a little copper kettle. As he took occasional sips at the *bombilla* while talking, he replenished the water in the gourd once or twice. Since it was winter, he was protected against the cold by being well wrapped in a rug. Fortunately for myself, I wore a warm overcoat. It may surprise some to learn that South American houses, despite a winter temperature which often falls to the freezing point, are not heated. As the war situation was then critical we conversed about the state of

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the Allied fortunes. Sr. Zorrilla was at the moment engaged upon the manuscript of a book concerning Uruguay in the war; and he discoursed very eloquently about his writing. On account of his eloquence and fervent enthusiasm for the Allied cause, he had been selected by the Uruguayan government to give the address of welcome to the American fleet which a short time before had anchored in the harbor of Montevideo. His speech in an English translation became widely known in the United States.

When a young man Sr. Zorrilla wrote *Tabaré,* a long poetical romance dealing with the Indians of Uruguay. This is undoubtedly the most successful specimen of the type of literature which makes the aborigenes of America its protagonists. At one time the Indians, as for example in our own Longfellow's *Hiawatha,* were the fashion in literature.

The other Uruguayan scholar whose personal acquaintance I had the pleasure of making is a professor of literature at the University of Montevideo and known by his pen name "Lauxar." When I asked him why his writings were not published under his own name, he told me that his vocation being that of a lawyer it was advisable for him to keep his literary pursuits apart from his legal business. I made him two long, and for me delightful, calls, in which we conversed about Spanish-American literature. "Lauxar's" book, *Motivos de Crítica hispano-americanos,* is absolutely the most informative book in its rather limited field that has been written by a Spanish American. His sketches of Uruguayan and Argentine men of letters supply facts and dates that can be found nowhere else, and his criticisms, amply supported by quotations from the authors discussed, adhere closely to the dictum, *suaviter in modo fortiter in re.*

Uruguay, matching its physical wealth by producing men of genius, has given the world some of the very best Spanish-American writers, among whom are the stylistic essayist Rodó, the interesting modernista poet Herrera y Reissig, the criollo dramatist Florencio Sánchez, the unsurpassed writer of realistic tales Javier Viana, and the novelist Carlos Reyles.

To the latter, "Lauxar" has devoted a whole volume in which he studies his personality and literary development. Carlos Reyles is a very rich man who would have preferred to devote all his time to literature instead of the care of his inherited fortune. Having

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begun to write under the influence of the early naturalistic school, his first novels are too crude in their realistic details; but his latest novel, *El Terruño,* ranks among the very best pictures of life on an Argentine estancia. The principal character in the book is Mamagela, as Doña Angela is called by her loved ones. She is the busy criolla mother of nine who rises at three in the morning on baking days and maintains at all times her good humor, inherited with her Andalusian blood, as she guides the family by good common sense through its difficulties. The delineation of this character will challenge the skill of the best novelists. Reyles has also written two volumes of essays, in which he follows in some degree the manner of Rodó. The title of one volume, *La Muerte del Cisne,* hints at the matter of its contents when the reader remembers that the swan is the symbol of the decorative ideal of life exalted by Rubén Darío.

In a wealthy city like Montevideo one would expect the publication of good periodicals. Occasionally a good review has appeared there. Just now "Pegaso," of which the poets Pablo de Grecia and José María Delgado are the editors, represents the literary side of life in Montevideo. "Pegaso" is a monthly journal about the same size as HISPANIA. Its articles are all short. Apparently the aim of the editors is to avoid prolixity and give the readers the kernel of an author's thought without its shell. Many original poems grace its pages, some of them taken from recent or forthcoming volumes of verse. Finally, some four or five pages of brief reviews reveal the contents of recent books. As is evident, the journal is entirely literary in character, and its contributors include such men as Victor Pérez Petit, the author of many successful plays, and Alberto Nin Frías.

As the last mentioned is an honorary member of the American Association of Teachers of Spanish, a few paragraphs from a five-page article of his, entitled *La Moral del Arte,* should interest our members. The author's style is so terse that the reader will be able to get the author's thought from the following quotations:

Las relaciones del arte y la moral han sido un tema muy discutido . . . Creo haber demostrado en otro estudio el principio indiscutible de que, por lo menos los notables representantes del arte literario, escribieron por tener un mensaje que transmitir a la sociedad.

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El arte no es inmoral por esencia como lo ha pretendido cierta escuela moderna de la latinidad y cuyo jefe es Gabriel d'Annunzio sino constructivo y ético. . . . El artista sobrepone al mundo en que vivimos, no diré malo siempre, sino incompleto, otro que su imaginación ve como bueno. Este bien sobre el cual existen tan diversas opiniones tiene que apoyarse ante todo sobre una verdad psicológica: sólo dominando la parte de nuestra naturaleza que tiende a nivelarnos con nuestros hermanos menores, podemos ser grandes y realizar la visión de un mundo más harmonioso y libre.

La utilidad moral del arte literario no puede escapar a nadie que piense. . . . La arquitectura social del mundo porvenir, cada vez más hermoso e inteligible es obra de los pensadores, vale decir de los escritores que durante algunos momentos de éxtasis han sabido precisor la más acertada imagen de la vida. Lo que tiene importancia para la dicha de la vida individual es tener frente nuestro una visión de algo mejor, aunque vivamos en un tugurio, en un desierto, o en medio de una sociedad bárbara. . . .

Voy a analizar una obra para hacer más fácil la comprehensión de lo que yo entiendo ser el factor moral en literatura. Me refiero a la Biblia. . . . La Biblia es un manual de literatura, si lo hubo jamás. Contiene trozos que pertenecen a todos los géneros retóricos. Los poemas del viejo "Libro de los Hebreos," impregnado de verdades psicológicas y vaciados en un estilo conciso y pertinente, hacen parecer bien mediocres e inferiores los modernos. . . .

El arte literario de las Sagradas Escrituras está desprovisto de la egolatria que tantas veces empequeñece al escritor moderno. Los escritores del Viejo y Nuevo Testamento, poetas, historiadores filósofos, moralistas han sumido su pequeño "Yo" en el "Egó Universal," salvando así del naufragio de las edades sus más puros y útiles pensamientos. Por eso el libro de la nación judía ha pasado a ser el más leído de todos y a ocupar en las letras universales un lugar único. . . .

Cuando Benjamín Franklin fué ministro de los Estados Unidos en Francia tuvo que hablar ante los Reyes sobre algún tópico literario. Empleó la mayor parte de su tiempo en leer la vieja historia de "Ruth y Booz," con voz firme, clara y entonación dramática. Todos quedaron encantados y no reconocieron la fuente de donde había salido aquel hilo de agua cristalina para refrescar el corazón seco de los cortesanos.

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The foregoing extract is a fair example of a type of literature, the essay, that flourishes among Spanish Americans, while with us North Americans it finds few practitioners.

As a sample of the verse that appears in "Pegaso," the following sonnet by Pedro Leandro Ipuche has much local color in its description of a horse race. The swift movement of the lines well reproduces the actions of the jockeys and the moods of the onlookers, especially the absolute certainty of the old gaucho in picking the winner.

La Penca.

Hoy corren los seis caballos más ágiles y ligeros,
y una yegua malacara de vivaces sacudidas.
Es el día de la penca. Y hay carpas en los linderos
de la raya que se abre provocando las salidas.

Ya han "variado"* los jinetes sus ávidos parejeros;
ya la señal de un pañuelo de curvas estremecidas,
los siete equinos, de un salto, se estiran rápidos, fieros,
y cruza un jadeo cálido por las bocas encendidas.

—¡Voy al bayo! —¡voy al moro! —¡voy a la yegua, canejo!
ronca, desprendiendo el cinto, y preparándose un viejo.

Ya está. Se ajusta la apuesta. Y el polvoriento tronido
es un vértigo a lo largo de la raya palpitante.
Y de golpe, un grito vasto: —¡La yegua llegó adelante!—
Arranca una carcajada del gauchaje sorprendido.

ALFRED COESTER

LELAND STANFORD JR. UNIVERSITY

* Variar = varear, to exercise a horse.

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COMMON WORDS IN SPANISH

No problem is more perplexing to the teacher of Spanish than the choice of vocabulary for class-room exercise and drill. For our aim must be to provide our students with a certain minimum of essential words, upon which as a foundation the individual student may build the specialized vocabulary required by his particular use of the language. The problem is the more complicated because the possible uses of Spanish are many; our basic vocabulary must serve alike for him whose use of the language will be only through the printed page and for him who will need it as a means of communication.

It is obvious that the vocabulary of literature is far removed from that of daily speech. And within each of these divisions there is again infinite variety. There is little in common between the language of a romantic tale of Becquer and a modern realistic novel; the speech of a child is not that of an adult, nor does a sexton speak like a clergyman. But in these different types of style or speech there remains a certain element, common to all and found in the most frequent use in all. These are naturally the names of certain objects, actions, relations, and emotions, the qualities and aspects of things, which are common to humanity. Our problem is to identify these common words.

To investigate the vocabulary of actual speech is almost impossible; only by the use of a concealed dictaphone could we hope to secure a record of unguarded conversation and even thus we should be unable to catch the speech of those who talk by the way. The study of the printed word is much simpler, but here the difficulty is that so much of literature is foreign to speech. The only literary types which offer an approximation to the spoken language of every day are the prose drama and the dialogued novel. In them we have a record, if not of the humble, homely speech of the household, at least of the average speech of modern life. They must be the primary source upon which a study of common words is based.

The present list of words is an essay in this type of study. It makes no pretense to being authoritative or canonical; to achieve that it would be necessary to check several hundred texts instead

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of a few score. It does not boast of giving the "commonest" words, but merely proposes to list words which are in frequent usage. To emphasize the relative frequency, it is divided into eight sections, arranged in order of frequency. The words in List I were found in at least 80% of all texts studied; those in List II in at least 66.7%; those in List IV in at least 50%; those in List VI in at least 40%; and those in List VIII in at least 33.3%. This division must not be considered as having great significance. The fact that a word occurs in List II is no certain evidence that it is more common than one appearing in List III; but it is probable that a word in List I is more common than one in List VI or VIII.

Certain types of words are not included; they are: pronouns and pronominal adjectives; cardinal numbers; names of the days of the week, months, seasons, etc.; proper nouns; adverbs in *-mente* (except *inmediatamente*). Most of these words are conveniently to be learned in lists in grammars; there can be no doubt of their common use. In general each word is entered in the category to which it normally belongs, even though it may also be used as another part of speech; thus *corriente* is entered as an adjective, though it is also used as a noun. Certain verbs used as nouns and certain adjectives or other words used as adverbs are entered in both lists, according to their relative usage. Adjectives and adverbs having both a relative and an accented interrogative form are entered only in the relative form.

From a study of these lists certain interesting observations may be made. First of all, the proportion of the different parts of speech is of interest:

List	Nouns	Verbs	Adjs.	Advs.	Preps.	Conjs.	Excls.	Total
I.	50	61	29	29	10	6	—	185
II.	52	62	28	17	2	5	1	167
III.	68	45	25	12	3	—	—	153
IV.	70	51	26	2	2	—	2	153
V.	68	72	26	—	1	—	2	169
VI.	52	40	24	2	—	1	1	120
VII.	85	30	31	5	1	—	2	154
VIII.	101	78	36	4	—	—	2	221
	546	439	225	71	19	12	10	1322

The percentages of the total number of words for each part of speech in different groups are:

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List	Nouns	Verbs	Adjs.	Advs.	Preps.	Conjs.	Excls.	Words
I—II.	29.0	34.9	16.2	13.1	3.4	3.1	.3	352
I—IV.	36.5	33.3	16.4	9.1	2.5	1.7	.5	658
I—VI.	38.0	35.0	16.7	6.5	1.9	1.2	.7	947
I—VIII.	41.3	33.2	17.0	5.4	1.4	.9	.8	1322

These percentages are almost identical with those shown by Professor Bierwirth's list of "The Commonest Words in German," a list of 740 words (slightly greater than the total of Lists I-IV), in which the percentages for nouns, verbs, and adjectives are 36.5, 36.5, 16.2. It would seem that in a list of 1,000 words, the proportion of the several parts of speech would be roughly as follows: 385 nouns, 345 verbs, 165 adjectives, 65 adverbs, and 40 prepositions, etc.

Equally noteworthy is the order of frequency in the different parts of speech. In Lists I-II, comprising 352 words, the verbs predominate over the nouns; in the later lists the number of nouns increases rapidly, while the proportion of verbs remains about the same, nearly one third of the total. The increase in nouns is such that it seems probable that a list of 2,000 words would contain at least 50% nouns. The proportion of adjectives, roughly one sixth of the total, increases slightly. Practically all of the adverbs and prepositions are found in the first four lists (658 words) and 11 of the 12 conjunctions occur in the first two lists.

Coming now to the content of the lists, it will be noted that almost all the nouns of time and of personal relationship occur in the first lists. As might be expected, the number of general and generic nouns is large, that of specific nouns is small. But a study of different types of words, such as those concerning the house, the body, clothing, the community, traveling, and the like, shows that enough are included to provide for normal conversation. It is interesting to find that the only specific flower included is *rosa*; that the commonest metals are *oro, hierro,* and *plata;* that the only animals occurring are *toro, caballo, pájaro,* and *perro*; that of food and drink we have only *agua, café, pan, chocolate, vino, carne, leche* and *miel*. The large number of abstract nouns reveals the Spanish tendency to express emotion substantively rather than adjectively. If any general conclusion can be drawn it is that in our present teaching we often lay too great stress upon the acquisition of a detailed vocabulary, to the neglect of the more widely useful general words.

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In the lists of verbs, the most noteworthy fact is that all the irregular verbs, except *valer, caber,* and those in *-ducir* and *-uir,* (*asir* does not enter these lists), are found in List I. In the same list are examples of all the radical-changing verbs, of almost all the verbs showing a change in spelling of the stem, and verbs of the *-ecer* type. It is clear that a knowledge of the irregularities of Spanish conjugation is the first essential to a use of the language. There is, however, no example of a verb with stem ending in *-ll,* and only one example, *reñir,* of a verb with a stem in *-ñ.* In another respect the lists are valuable, in that they help to answer the question as to the relative frequency of certain synonyms. Thus we find that *empezar* (List I) is the only verb found for "begin"; that *encontrar* (List I) is more frequent than *hallar* (List III); and that *ocurrir* and *suceder* are the words for "happen," and not *acaecer* or *acontecer,* which do not appear in the lists. It is unnecessary to cite further examples, but it is at once clear that the lists are of value in guiding the teacher both in the choice of paradigms for drill and in the choice of vocabulary for expression.

Of the other parts of speech in the lists little need be said. The adjectives include a not inconsiderable number of mental and moral attributes as well as physical or quantitative. Of the colors only *blanco, negro* (if they be colors), *azul, verde* and *colorado* occur. The relative infrequency of the conjunction *mas* is clear. The adoption of the exclamation *caramba* by magazine-writers seeking to give Spanish color to their tales would seem to have some slight warrant.

These brief comments will serve to show some of the uses to which these lists may be put. They do not, as has been said already, claim authority, but are rather a suggestion of what might and should be done on a more extensive scale. They are at least unbiased by the personal opinions of the compiler; the texts studied were chosen with the aim of securing as normal a vocabulary as possible, from plays in the most part, but also from newspapers, reviews, short stories and novels. They will serve their purpose if they stimulate some teacher or student to complete the task which is here outlined. When such an authoritative list is available, there will be less excuse for the perverted vocabularies which now mar so many of our Spanish grammars, composition-books, and readers.

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I. NOUNS

agua	chico,-a	hijo,-a	mundo	razón
amigo,-a	día	hombre	niño,-a	señor,-ra
año	Dios	hora	noche	tarde
calle	don, doña	lado	ojo	tiempo
camino	esposo,-a	madre	padre	tierra
carta	falta	mano	palabra	tío,-a
casa	fin	mañana	papel	trabajo
caso	gente	modo	parte	verdad
cosa	gracia(s)	momento	puerta	vez
cuidado	hermano,-a	mujer	rato	vida

VERBS

acabar	encontrar(se)	llevar	poner	ser
andar	entrar	mandar	preguntar	servir(se)
buscar	esperar	marchar(se)	quedar(se)	subir
caer	estar	meter(se)	querer	tener
coger	faltar	mirar	quitar	tomar
comprender	gustar	morir(se)	recordar	traer
conocer	haber	negar	reír(se)	venir
creer	hablar	oír	saber	ver
dar	hacer	parecer(se)	sacar	volver
deber	ir(se)	pasar	salir	
decir	levantar(se)	pedir	seguir	
dejar	llamar(se)	pensar	sentar(se)	
empezar	llegar	poder	sentir	

ADJECTIVES

alguno	derecho	medio	otro	tal
bueno	grande	mejor	pobre	tanto
cada	hermoso	mismo	poco	todo
cierto	juntos	mucho	primero	único
claro	largo	ninguno	rico	viejo
cualquiera	malo	nuevo	solo	

ADVERBS

ahora	como	hoy	no	sólo
allí	cuando	luego	nunca	también
antes	delante	mal	pronto	tan
aquí	dentro	más	pues	todavía
así	después	menos	sí	ya
bien	entonces	muy	siempre	

PREPOSITIONS

a	de	en	para	sin
con	desde	entre	por	sobre

CONJUNCTIONS

ni	porque	si
pero	que	y

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II. NOUNS

aire, alma, amor, asunto, brazo, caballero, cabeza, cabo, cambio, cara, carácter, clase, coche, corazón, cuarto, cuerpo, dinero, duda, edad, estado, familia, favor, frente, fuerza(s), gana(s), gusto, idea, instante, luz, manera, marido, mes, motivo, mozo,-a, muchacho,-a, nombre, novio,-a, orden, paso, persona, pie, pueblo, punto, señorita, sitio, sobrino,-a, sol, sombrero, sueño, suerte, viaje, vuelta

VERBS

abrir, acercar(se), acompañar, advertir, agradecer, alegrarse, atreverse, bastar, besar, callar(se), cambiar, cansar, cantar, casar(se), colocar, comer, comprar, contar, convenir, correr, costar, desear, detener(se), disponer(se), dormir(se), echar(se), empeñar(se), enseñar, entender, enterar(se), escribir, estudiar, explicar, figurar(se), guardar, importar, jugar, leer, matar, molestar, necesitar, ocurrir, ofrecer(se), olvidar(se), pagar, parar(se), perder, permitir, preferir, preparar, presentar, recibir, romper, saludar, suceder, suponer, tirar, trabajar, tratar, valer(se), vestir, vivir

ADJECTIVES

alto, blanco, bonito, contrario, cuanto, dulce, fácil, feliz, feo, frío, igual, izquierdo, joven, justo, lleno, mayor, natural, negro, pasado, peor, pequeño, posible, raro, segundo, seguro, tonto, último, verdadero

ADVERBS

abajo, además, ahí, allá, anoche, aun, bastante, casi, demasiado, donde, embargo, sin —, encima, mañana, seguida, en —, supuesto, por —, tampoco, temprano

PREPOSITIONS

hasta, según

CONJUNCTIONS

aunque, conque, mientras, o, sino

EXCLAMATIONS

adiós

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III. NOUNS

acuerdo	dolor	matrimonio	paseo	santo,-a
alegría	efecto	médico	paz	semana
atención	escalera	memoria	pensamiento	señorito
boca	flor	mesa	periódico	silencio
cama	fondo	miedo	peseta	suelo
campo	golpe	negocio	piso	teatro
capital	guerra	noticia	primo,-a	toro
cielo	habitación	novedad	propósito	traje
confianza	historia	número	prueba	ventana
criado,-a	labio	obra	relación	visita
cuenta	lástima	ocasión	remedio	vista
cuestión	letra	oro	resultado	voz
culpa	libro	pañuelo	sala	
demonio	lugar	par	salud	

VERBS

aceptar	conservar	dudar	lograr	probar
acordarse	contestar	engañar	merecer	quejarse
almorzar	continuar	enviar	mover(se)	repetir
asegurar	convencer	equivocarse	nacer	retirar(se)
asomar	decidir	fijar(se)	obligar	soler
bajar	despedir(se)	ganar	observar	sufrir
caber	dirigir(se)	gastar	pasear(se)	tardar
cerrar	dispensar	hallar(se)	pegar	unir(se)
concluir	divertir(se)	juzgar	perdonar	usar

ADJECTIVES

alegre	contento	fino	magnífico	público
antiguo	duro	fresco	particular	querido
bajo	enfermo	fuerte	perfecto	siguiente
capaz	extraño	imposible	presente	tranquilo
completo	fijo	loco	propio	vario(s)

ADVERBS

acá	apenas	fuera	siquiera
acaso	ayer	lejos	tarde
adelante	cerca	quizá(s)	veras, de —

PREPOSITIONS

bajo	hacia	junto a

IV. NOUNS

acción	compañía	frase	mar	prisa
acto	conversación	genio	movimiento	real
afición	correo	gesto	música	recuerdo
amistad	daño	grito	necesidad	respeto
beso	deber	hecho	nube	ruido
billete	desgracia	intención	país	sentido

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bolsillo	diablo	interés	pan	sentimiento
café	duro	jardín	pared	servidor,-ra
caja	ejemplo	juego	pedazo	silla
calor	escena	juicio	peligro	situación
carrera	espalda(s)	justicia	pelo	sorpresa
color	espíritu	libertad	pena	término
comedor	fiesta	luna	permiso	tono
compañero,-a	fortuna	maestro,-a	piedra	tren

VERBS

aburrirse	colgar	descuidar	lucir	responder
acertar	complacer	despertar(se)	llorar	resultar
adquirir	componer	distraer(se)	oponer(se)	reunir(se)
aguardar	conceder	dominar	prestar	separar(se)
animar	conseguir	durar	pretender	sorprender
anunciar	considerar	elegir	producir	sostener
aprovechar(se)	corresponder	encargar	proponer	visitar
arreglar	cuidar	entregar	recoger	
asustar	cumplir	escuchar	reparar	
atender	curar	evitar	representar	
avisar	descubrir	gozar	respirar	

ADJECTIVES

absoluto	demás	general	precioso	triste
ambos	diario	gordo	preciso	vivo
azul	difícil	gracioso	principal	
bendito	entero	inútil	puro	
corto	firme	libre	sencillo	
débil	franco	obscuro	serio	

ADVERBS

arriba	detrás

PREPOSITIONS

contra	durante

EXCLAMATIONS

ay	hola

V. NOUNS

baile	costumbre	expresión	paciencia	salida
banco	cura	género	pájaro	servicio
bondad	curiosidad	gloria	pantalón	siglo
broma	chocolate	honor	personaje	soltero,-a
caballo	dedo	huesped	peso	tienda
cantidad	deseo	iglesia	plato	valor
causa	despacho	ley	plaza	vecino,-a
céntimo	disgusto	locura	porvenir	vergüenza
ciencia	disparate	llave	pregunta	vestido
circunstancia	disposición	mamá	realidad	vino

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comedia	dueño	mentira	recurso	virtud
conciencia	dulzura	mueble(s)	reloj	viudo,-a
condición	espejo	muerte	risa	
consecuencia	estación	opinión	ropa	

VERBS

abrazar	ayudar	devolver	librar	reñir(se)
aconsejar	beber	distinguir	llenar	reservar
acostumbrar	ceder	establecer	mezclar	respetar
acudir	celebrar	estimar	notar	rogar
adelantar	cesar	extrañar(se)	ocultar	saltar
adivinar	cobrar	fiar	opinar	satisfacer
agradar	confesar	fingir	padecer	significar
ahorrar	confiar	firmar	partir	soltar
alcanzar	consentir	formar	picar	sonar
amar	consultar	gritar	pintar	soñar
aparecer	cortar	imaginar(se)	prometer	temer
apoyar	cruzar	impedir	proporcionar	terminar
aprender	declarar	indicar	reconocer	
armar	descansar	inspirar	recorrer	
arrojar	desesperarse	interesar	referir	

ADJECTIVES

admirable	delicado	grave	menor	resuelto
amable	desgraciado	guapo	necesario	suave
brillante	dichoso	humano	probable	
cariñoso	dispuesto	interior	próximo	
común	enamorado	ligero	quieto	
conforme	excelente	maldito	regular	

PREPOSITIONS

acerca de

EXCLAMATIONS

ah ca

VI. NOUNS

afán	casualidad	esperanza	ilusión	rostro
ama	centro	extremo	inconveniente	sangre
ángel	consejo(s)	falda	lujo	satisfacción
animal	consideración	figura	minuto	señas
ánimo	corte	fonda	mirada	sombra
arte	criatura	forma	mitad	título
atrocidad	dirección	fuego	moda	virgen
boda(s)	empeño	gobierno	perro,-a	voluntad
cargo	encargo	hoja	pluma	
cariño	enemigo,-a	humor	presencia	
carne	esfuerzo	ideal	renta	

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VERBS

abandonar	asistir	educar	incomodar	rezar
acostar(se)	averiguar	emplear	interrumpir	salvar
afirmar	cargar	encender	invitar	señalar
alejar(se)	compadecer	escapar(se)	mudar(se)	sobrar
añadir	comprometer	exclamar	pertenecer	suspirar
apartar	conducir	exigir	procurar	tapar
apuntar	consistir	fumar	regalar	temblar
arrancar	contener	ignorar	resolver	tranquilizar

ADJECTIVES

actual	digno	infeliz	lindo	real
ajeno	enorme	inmenso	modesto	sano
ancho	extranjero	inocente	noble	semejante
ciego	horrible	íntimo	notable	verde
constante	importante	limpio	pícaro	

ADVERBS

aparte	inmediatamente

CONJUNCTIONS

mas

EXCLAMATIONS

eh

VII. NOUNS

alcoba	distancia	hilo	nota	recado
amo	docena	hombro	oído	regalo
apuro	edificio	hotel	operación	resolución
árbol	ejercicio	hueso	papá	resto
artículo	elección	humo	pariente	rincón
asiento	enfermedad	impresión	pecho	secreto
aspecto	época	jefe	pesar	sistema
balcón	especie	lección	pico	sociedad
cabello(s)	esquina	leche	pieza	sudor
calidad	estilo	lengua	placer	sujeto
calma	estómago	madera	plata	tarjeta
camisa	ferrocarril	marcha	posición	tipo
comida	fuente	miel	pozo	tristeza
concepto	guardia	misa	precio	uso
contestación	hacienda	modelo	principio	vaso
cuadro	hambre	nariz	provincia	vía
curso	hierro	naturaleza	puesto	vicio

VERBS

acomodar	bailar	discutir	expresar	proceder
aguantar	carecer	emprender	nombrar	renunciar
alimentar	contentar	encerrar	ofender	replicar

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alzar	convidar	entretener	participar	resistir
amenazar	crecer	entusiasmar	permanecer	suplicar
apreciar	demostrar	envolver	poseer	variar

ADJECTIVES

aficionado	elegante	formal	nervioso	santo
barato	eterno	generoso	oportuno	seco
breve	exacto	infinito	pálido	simpático
caro	expresivo	inquieto	parecido	superior
corriente	extraordinario	listo	redondo	terrible
decente	falso	moral	ridículo	vacío
				vano

ADJECTIVES

adentro	consiguiente, por —	despacio	jamás	visto, por lo —

PREPOSITIONS

ante

EXCLAMATIONS

caramba ojalá

VIII. NOUNS

abuelo,-a	cigarillo	educación	milagro	raíz
acera	cigarro	empresa	ministerio	rayo
actitud	ciudad	encanto	objeto	reina
admiración	cocina	equivocación	obligación	retrato
amante	colegio	estudio	oración	rey
angustia	conducta	éxito	paño	rosa
apellido	conocimiento	franqueza	partido	sacrificio
arreglo	contrariedad	gabinete	p' sión	señal
artista	copa	grupo	perdón	sonrisa
ausencia	corbata	importancia	perla	suegro,-a
autor	cristal	juguete	pierna	suspiro
autoridad	cruz	lágrima	plan	susto
aviso	cualidad	línea	población	talle
belleza	cuello	lucha	política	techo
bolsa	declaración	llegada	polvo	temor
bota	desengaño	manga	pretexto	tiro
burla	destino	máquina	promesa	tontería
butaca	dicha	mayoría	provecho	trato
canto	diente	medida	proyecto	traza
capricho	dificultad	mérito	rabia	ventaja
				viajero

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VERBS

admirar	citar	examinar	oler	rodear
admitir	comunicar	excusar	ordenar	sacrificar
adorar	constar	existir	preocupar	sacudir
ahorrar	construir	extender	prevenir	solicitar
alabar	contemplar	fundar	privar	sonreír (se)
anochecer	cubrir	huir	prohibir	sospechar
aplicar	chocar	imitar	proteger	torcer
apresurar	dedicar	imponer	protestar	tragar
arder	defender	imprimir	quemar	trasladar
arrastrar	despachar	insistir	realizar	tropezar
arrepentirse	destruir	lanzar	recomendar	vacilar
asombrar	disgustar	lavar	reducir	vencer
atar	empujar	limpiar	regresar	viajar
atravesar	enfadar (se)	manifestar	remediar	volar
calmar	escoger	montar	revelar	
causar	estrechar	obedecer	robar	

ADJECTIVES

afortunado	discreto	fiel –	lejano	secreto
agradable	distinto –	forzoso	ordinario	simple
caliente –	divino	futuro	pesado –	solemne
colorado	encantador	grato –	profundo	tercero
continuo	estrecho –	hondo	rápido	torpe
desconocido –	exterior	indiferente	religioso –	urgente
diferente	famoso	indudable –	respetable	útil
				vulgar –

ADVERBS

adonde	alrededor	debajo	enfrente

EXCLAMATIONS

abur	Jesús

HAYWARD KENISTON

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ENGLISH TRANSLATIONS OF SPANISH PLAYS

I. THE POPULARITY OF SPANISH PLAYS, JUDGED BY THE NUMBER OF ENGLISH TRANSLATIONS

The following table gives the number of English translations of plays by Spanish authors of the Sixteenth and Seventeenth Centuries, which have been published since 1800, arranged by decades. The table is based on my Catalogue of English Translations of Spanish Plays, which was first published in the *Romanic Review*, Vol. X, No. 3, July–September, 1919, pages 263–273, and which is reproduced, with permission, as the second part of this article.

	19th Century										20th		
Authors—	1st	2d	3d	4th	5th	6th	7th	8th	9th	10th	1st	2d	Total
Calderón	4	....	1	....	2	12	8	4	....	....	1	....	32
Cervantes	....	....	....	....	....	....	2	....	1	....	....	2	5
Moreto	....	....	1	....	....	....	....	1	....	....	....	....	2
Roxas Zorrilla	....	....	....	....	....	....	....	1	....	....	....	....	1
Lope de Rueda	....	....	....	....	1	....	....	....	....	....	1	....	2
Solís	1	....	....	....	....	....	....	....	....	....	....	....	1
Torres Naharro	....	....	....	....	....	....	....	....	....	....	1	....	1
Lope de Vega	1	....	....	....	....	....	1	....	....	....	1	2	5
Totals	6	....	2	....	3	12	11	6	1	....	4	4	49

It will be noted that Calderón leads with 32 translations (of 25 plays); Lope de Vega comes next with 5 (of 5 plays); Cervantes has 5 (of 4 plays); Moreto and Lope de Rueda have 2 each (of 1 play each); Roxas Zorrilla, Solís and Torres Naharro have 1 each (of 1 play each), making a total of 49 translations (of 39 separate plays).

During the Nineteenth Century, Calderón, with 31 translations (of 24 plays) to his credit, was in England and the United States the chief representative of the Spanish drama of the Golden Age. There were only ten other translations, all told: two of these were of plays by Lope de Vega.

The following is a list of the Spanish playwrights, and of their plays that have been published in English translations, since 1800:

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CALDERÓN: *El alcalde de Zalamea; Amar después de la muerte; Amar, y ser amado, y divina Philotea; La banda y la flor; La cena de Baltasar; La dama duende; La devoción de la cruz; Los dos amantes del cielo; Crisanto y Daría; Los encantos de la culpa; El gran Príncipe de Fez; El gran teatro del mundo; Guárdate del agua mansa; Luis Pérez el Gallego; El mágico prodigioso* (4); *El mayor encanto amor; El médico de su honra; Mejor está que estaba; Nadie fíe su secreto* (2); *Peor está que estaba; El pintor de su deshonra; El príncipe constante; El Purgatorio de San Patricio; El secreto a voces; Las tres justicias en una; La vida es sueño* (4).

CERVANTES: *Los habladores; El juez de los divorcios; La Numancia* (2); *El trato de Argel.*

MORETO: *El desdén con el desdén* (2).

ROXAS ZORRILLA: *Los Vandos de Verona, Montescos y Capeletes.*

LOPE DE RUEDA: *El paso séptimo* (*Las aceitunas*) (2).

SOLÍS: *Un bobo hace ciento.*

TORRES NAHARRO: *Comedia hymenea.*

LOPE DE VEGA: *Castelvines y Monteses; La estrella de Sevilla; El mejor alcalde el rey; El padre engañado; El perro del hortelano.*

It is a curious fact that while in Spain and Germany, and to a less degree in France, the romanticists of the early years of the Nineteenth Century were influenced and stimulated by the older Spanish drama, in England the interest in this drama, so far as we can judge by the number of translations that were made, was greatest between 1853 and 1877, after romanticism had lost its supremacy in literature. For the translations of this period we are chiefly indebted to two men: Edward FitzGerald and D. F. McCarthy.

Although Calderón was almost incomparably more popular in England and the United States during the Nineteenth Century than was Lope de Vega, in the Twentieth Century Lope has thus far more translations to his credit (3) than has Calderón (1).

* * *

Of late there has developed, especially in the United States, a remarkable interest in recent Spanish plays. If we consider the number of translations that have been made, Echegaray leads thus far with 14 (of 8 plays). If the number of separate plays that have been translated is considered, Benavente leads with 11, each of which has been translated once. The Álvarez Quintero brothers

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follow with 6 translations (of 6 plays), while Pérez Galdós has to his credit 4 translations (of 3 plays).

The most popular single play is *El gran Galeoto* by Echegaray. Of this play 5 translations are recorded.

The following is a list of these playwrights, with the number of translations of their plays that have been published (it should be noted that two of these Spanish dramatists, Guimerá and Rusiñol, write in the Catalán language):

Authors—	Translations	Plays
Alarcón (Mariano)	1	1
Álvarez Quintero	6	6
Avellaneda	1	1
Benavente	11	11
Dicenta	1	1
Echegaray	14	8
Guimerá	3	2
Linares Rivas	1	1
Marquina	1	1
Martínez Sierra	3	3
Pérez Galdós	4	3
Rusiñol	1	1
Tamayo y Baus	1	1
Valle-Inclán	1	1
Zamacois	1	1
Totals	50	42

II. A CATALOGUE OF ENGLISH TRANSLATIONS OF SPANISH PLAYS*

ALARCÓN, MARIANO.

Hijos de Adán. 1918. *Sons of Adam*; tr. by Amelia Schriever. In *The Stratford Journal,* IX, No. 2. 1919.

ÁLVAREZ QUINTERO, SERAFÍN (1871–), and JOAQUÍN (1873–).

El centenario. 3 acts. 1910. *Papa Juan; or The Centenarian;* tr. by Thomas Walsh. In *Poet Lore,* XXIX, No. 3. Bost. 1918.

* Translations of the eleven following plays have been added to the list published in the *Romanic Review:* Alarcón (Mariano), *Hijos de Adán;* Avellaneda, *Baltasar;* Calderón, *El mágico prodigioso, Mejor está que estaba, La vida es sueño;* Cervantes, *Los habladores, El juez de los divorcios;* Martínez Sierra, *El enamorado;* Mendoza (Antonio), *Querer por sólo querer;* Moratín (Leandro), *El barón;* Solís, *Un bobo hace ciento.*

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Fortunato. 3 scenes. 1912. *Fortunato;* tr. by Anna Sprague MacDonald. The Sunwise Turn, Inc. N. Y. 1918.

Hablando se entiende la gente. 1 act. *By Their Words Ye Shall Know Them;* tr. by J. G. Underhill. In *The Drama,* No. 25. Chic. Feb., 1917.

Malvaloca. 3 acts. 1912. *Malvaloca;* tr. by Jacob S. Fassett, Jr. In *Drama League Series,* Vol. XIX. N. Y. Doubleday, 1916.

Mañana de sol. 1 act. 1905. *A Bright Morning;* tr. by Carlos C. Castillo and E. L. Overman. In *Poet Lore,* XXVII, No. 6. Bost. 1916.

Puebla de las mujeres. 2 acts. 1912. *The Women's Town;* tr. by C. A. Turrell. In *Contemporary Spanish Dramatists.* Bost. Badger, 1919.

BENAVENTE Y MARTÍNEZ, JACINTO (1866–).

La gobernadora. 3 acts. 1901.[1] *The Governor's Wife;* tr. by J. G. Underhill. In *Plays by Jacinto Benavente,* 2d series. N. Y. Scribner, 1919. Same, in *Poet Lore,* XXIX, No. 1. Bost. 1918.

Los intereses creados. Prologue and 3 acts. 1907.[1] *The Bonds of Interest;* tr. by J. G. Underhill. In *Plays by Jacinto Benavente.* N. Y. Scribner, 1917. Same, in *The Drama,* No. 20. Chic. 1915.

Los malhechores del bien. 2 acts. 1905.[1] *The Evil Doers of Good;* tr. by J. G. Underhill. In *Plays by Jacinto Benavente.* N. Y. Scribner, 1917.

La malquerida. 3 acts. 1913.[1] *The Passion Flower;* tr. by J. G. Underhill. In *Plays by Jacinto Benavente.* N. Y. Scribner, 1917.

El marido de su viuda. 1 act. 1908. *His Widow's Husband;* tr. by J. G. Underhill. In *Plays by Jacinto Benavente.* N. Y. Scribner, 1917.

No fumadores. 1 act. 1904.[1] *No Smoking;* tr. by J. G. Underhill. In *Plays by Jacinto Benavente.* 2d series. N. Y. Scribner, 1919. Same, in *The Drama,* No. 25. Chic. 1917.

La Noche del sábado. 5 tableaux. 1904. *Saturday Night;* tr. by J. G. Underhill. In *Poet Lore,* No. 2. Bost. 1918.

[1] Date of first performance.

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La princesa Bebé. 4 acts. 1905. *Princess Bebé;* tr. by J. G. Underhill. In *Plays by Jacinto Benavente*, 2d series. N. Y. Scribner, 1919.

El príncipe que todo lo aprendió en los libros. 2 acts and 5 scenes. 1910. *The Prince Who Learned Everything Out of Books;* tr. by J. G. Underhill. In *Poet Lore*, XXIX, No. 5. Bost. 1918.

Rosas de otoño. 3 acts. 1905. *Autumnal Roses;* tr. by J. G. Underhill. In *Plays by Jacinto Benavente*, 2d series. N. Y. Scribner, 1919.

La sonrisa de Gioconda. 1 act. 1908. *The Smile of Mona Lisa;* tr. by John Armstrong Herman. Bost. Badger, [1915].

CALDERÓN DE LA BARCA, PEDRO, 1600–1681.

El alcalde de Zalamea. 3 acts. *The Mayor of Zalamea;* tr. by Edward FitzGerald. In *Six Dramas of Calderón.* Lond. 1853; ed. H. Oelsner. Lond. Chatto and Windus; Bost. Luce; 1903, 1907; N. Y. Dodge, 1905. Same, in Edward FitzGerald, *Works.* Vol. II. N. Y. 1887. Same, in Edward FitzGerald, *Letters and Literary Remains.* Vol. II. Lond. 1889. Same, in *Eight Dramas of Calderón.* Lond. Macmillan, 1906.

Amar después de la muerte. 3 acts. *Love After Death;* tr. by D. F. McCarthy. In *Dramas of Calderón, Tragic, Comic and Legendary.* 2 vol. Lond. 1853.

Amar, y ser amado, y divina Philotea. 1 act. *The Divine Philotea;* tr. by D. F. McCarthy. In *Mysteries of Corpus Christi.* Dublin, 1867.

La banda y la flor. 3 acts. *The Scarf and the Flower;* tr. by D. F. McCarthy. In *Dramas of Calderón*, etc. Lond. 1853.

La cena de Baltasar. 1 act. *Belshazzar's Feast;* tr. by D. F. McCarthy. In *Mysteries of Corpus Christi.* Dublin, 1867. Same, in A. Bates, *The Drama.* Vol. IV. Lond. 1903.

La dama duende. 3 acts. *The Fairy Lady;* tr. attributed to Lord Holland.* In *Three Comedies Translated from the Spanish.* Lond. 1807.

*". . . Attributed by Watt in his Bibliotheca—erroneously, I suppose—to the third Lord Holland." Ticknor, *Hist. Span. Lit.*, note p. 393. See also Whitney's catalogue of the Ticknor Library, p. 372.

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La devoción de la Cruz. 3 acts. *The Devotion of the Cross;* tr. by D. F. McCarthy. In *Love the Greatest Enchantment,* etc. Lond. 1861. Same, in *Three Dramas of Calderón.* Dublin. 1870.

Los dos amantes del cielo: Crisanto y Daría. 3 acts. *The Two Lovers of Heaven: Chrysanthus and Daria;* tr. by D. F. McCarthy. In *Atlantis: or, Register of Literature and Science.* Vol. V. Lond. 1870. Same (printed separately), Lond. 1870.

Los encantos de la culpa. 1 act. *The Sorceries of Sin;* tr. by D. F. McCarthy. In *Love the Greatest Enchantment,* etc. Lond. 1861. Same, in *Three Dramas of Calderón.* Dublin, 1870.

El escondido y la tapada. 3 acts. *'Tis Well It's No Worse;* adapted by Isaac Bickerstaffe. Lond. 1770.

El gran Príncipe de Fez. 3 acts. *The Prince of Fez;* adapted by the Rev. P. Kaenders. St. Louis. Herder, 1905.

El gran teatro del mundo. 1 act. *The Great Theater of the World;* tr. in part by R. C. Trench. In *Life's a Dream.* Lond. 1856.

Guárdate del agua mansa. 3 acts. *Beware of smooth Water;* tr. by Edward FitzGerald. In *Six Dramas of Calderón.* Lond. 1853; ed. H. Oelsner. Lond., Bost., 1903, 1907; N. Y. Dodge, 1905. Same, in Edward FitzGerald, *Works.* Vol. II. N. Y. 1887. Same, in Edward FitzGerald, *Letters and Literary Remains.* Vol. II. Lond. 1889. Same, in *Eight Dramas of Calderón.* Lond. Macmillan, 1906.

Luis Pérez el Gallego. 3 acts. *Gil Pérez the Gallician;* tr. by Edward FitzGerald. In *Six Dramas of Calderón.* Lond. 1853; ed. H. Oelsner. Lond., Bost. 1903, 1907; N. Y. Dodge, 1905. Same, in Edward FitzGerald, *Works.* Vol. II. N. Y. 1887. Same, in Edward FitzGerald, *Letters and Literary Remains.* Vol. III. Lond. 1889. Same, in *Eight Dramas of Calderón.* Lond. Macmillan, 1906.

El mágico prodigioso. 3 acts. *Scenes from the Mágico Prodigioso,* tr. in part by Shelley. In *Posthumous Poems.* Lond. 1824. *Justina;* tr. by J. H. (D. F. McCarthy?). Lond. 1848. *The Mighty Magician;* tr. by Edward FitzGerald. Bungay. 1877. Same, in Edward FitzGerald, *Letters and Literary Remains.* Vol. III. Lond. 1889. Same, in *Eight Dramas of*

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Calderón. Lond. Macmillan, 1906. *The Wonder-Working Magician;* tr. by D. F. McCarthy. In *Calderón's Dramas.* Lond. 1873.

El mayor encanto amor. 3 acts. *Love the Greatest Enchantment;* tr. by D. F. McCarthy. In *Love the Greatest Enchantment,* etc. Lond. 1861. Same, in *Three Dramas of Calderón.* Dublin. 1870.

El médico de su honra. 3 acts. *The Physician of His Own Honour;* tr. by D. F. McCarthy. In *Dramas of Calderón.* Lond. 1853.

Mejor está que estaba. 3 acts. *Fortune Mends;* tr. by Fanny Holcroft. In *The Theatrical Recorder,* Vol. II, No. 8. Lond. 1805.

Nadie fie su secreto. 3 acts. *Keep Your Own Secret;* tr. attributed to Lord Holland. In *Three Comedies,* etc. Lond. 1807. *Keep Your Own Secret;* tr. by Edward FitzGerald. In *Six Dramas of Calderón.* Lond. 1853; ed. H. Oelsner, Lond., Bost. 1903, 1907; N. Y. Dodge, 1905. Same, in Edward FitzGerald, *Works.* Vol. II. N. Y. 1887. Same, in Edward FitzGerald, *Letters and Literary Remains.* Vol. II. Lond. 1889. Same, in *Eight Dramas of Calderón.* Lond. Macmillan, 1906.

No siempre lo peor es cierto. 3 acts. *Elvira: or, The Worst Not Always True;* tr. by George Digby, Earl of Bristol. Lond. 1667.

Peor está que estaba. 3 acts. *From Bad to Worse;* tr. by Fanny Holcroft. In *The Theatrical Recorder,* etc. Lond. 1805.

El pintor de su deshonra. 3 acts. *The Painter of His Own Dishonour;* tr. by Edward FitzGerald. In *Six Dramas of Calderón.* Lond. 1853; ed. H. Oelsner. Lond., Bost., 1903, 1907; N. Y. Dodge, 1905. Same, in Edward FitzGerald, *Works.* Vol. II. N. Y. 1887. Same, in Edward FitzGerald, *Letters and Literary Remains.* Vol. II. Lond. 1889. Same, in *Eight Dramas of Calderón.* Lond. Macmillan, 1906.

El príncipe constante. 3 acts. *The Constant Prince;* tr. by D. F. McCarthy. In *Dramas of Calderón.* Lond. 1853.

El purgatorio de San Patricio. 3 acts. *The Purgatory of St. Patrick;* tr. by D. F. McCarthy. In *Dramas of Calderón,* etc. Lond. 1853. Same, in *Calderón's Dramas.* Lond. 1873.

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El secreto a voces. 3 acts. *The Secret in Words;* tr. by D. F. McCarthy. In *Dramas of Calderón*, etc. Lond. 1853.

Las tres justicias en una. 3 acts. *Three Judgments at a Blow;* tr. by Edward FitzGerald. In *Six Dramas of Calderón.* Lond. 1853; ed. H. Oelsner. Lond., Bost. 1903, 1907; N. Y. Dodge, 1905. Same, in Edward FitzGerald, *Works.* Vol. II. N. Y. 1887. Same, in Edward FitzGerald, *Letters and Literary Remains.* Vol. II. Lond. 1889. Same, in *Eight Dramas of Calderón.* Lond. Macmillan, 1906.

La vida es sueño. 3 acts. *Life's a Dream.* In *The Monthly Magazine.* Nos. 549-551. 1842.* *Life Is a Dream;* tr. by D. F. McCarthy. In *Calderón's Dramas.* Lond. 1873. Same, in Brander Matthews, ed. *The Chief European Dramatists.* Bost. Houghton, 1916. *Life's a Dream;* tr. in part by R. C. Trench. In *Life's a Dream*, etc. Lond. 1856. Same, 2d ed. Lond. Macmillan, 1880. *Such Stuff As Dreams Are Made Of;* tr. by Edward FitzGerald. In *The Mighty Magician*, etc. Bungay, 1877. Same, in Edward FitzGerald, *Letters and Literary Remains.* Vol. III. Lond. 1889. Same, in *Eight Dramas of Calderón.* Lond. Macmillan, 1906.

CERVANTES SAAVEDRA, MIGUEL DE, 1547-1616.

Los habladores. 1 act. (Attributed to Cervantes.) *The Talkers;* tr. by Edith Fahnestock and Florence Donnell White. In *The Colonnade*, XII. N. Y. July, 1916.

El juez de los divorcios. 1 act. *The Judge of the Divorce Court;* tr. by Edith Fahnestock and Florence Donnell White. In *The Colonnade*, XIII, No. 5. N. Y. Sept., 1919.

La Numancia. 4 acts. *Numantia, a Tragedy;* tr. by Gordon Willoughby James Gyll. In *The Voyage to Parnassus*, etc. Lond. Murray, 1870. *Numantia, a Tragedy;* tr. by James Y. Gibson. Lond. Paul, 1885.

El trato de Argel. 4 acts. *The Commerce of Algiers;* tr. by Gordon Willoughby James Gyll. In *The Voyage to Parnassus*, etc. Lond. 1870.

DICENTA, JOAQUÍN, 1860–1917.

Juan José. 3 acts. 1895. *Juan José;* tr. by Mark Skidmore. In *Contemporary Spanish Dramatists*, by C. A. Turrell. Bost. Badger, 1919.

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* See Trench, *Life's a Dream*, Lond., 1856, p. 119.

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ECHEGARAY, JOSÉ, 1832–1916.

La cantante callejera. 1 act. 1896.[1] *The Street Singer;* tr. by J. G. Underhill. In *The Drama,* No. 25. Chic. 1917.

El gran Galeoto. 3 acts. 1881.[1] *The Great Galeoto;* tr. by Caroline Sheldon. Grinnell, Iowa, Ray & Frisbie, 1912. *The Great Galeoto;* tr. by J. S. Fassett, Jr. Bost. Badger. [1914]. (Contemporary Dramatists' Series.) *The Great Galeoto;* tr. by Hannah Lynch, with an introduction by Elizabeth R. Hunt. N. Y. Doubleday, 1914. (Drama League Series of Plays, Vol. III.) Same; tr. with an introduction by Hannah Lynch. Lond. Lane, 1895. *The Great Galeoto;* tr. by Eleanor Bontecou. In B. H. Clark, ed. *Masterpieces of Modern Spanish Drama.* N. Y. Duffield, 1917. *The World and His Wife;* tr. by C. F. Nirdlinger. N. Y. Kennerley, 1908.

El hijo de Don Juan. 3 acts. 1892.[1] *The Son of Don Juan:* tr. by James Graham. Bost. Little, Brown & Co., 1895, 1903. 1911.

El hombre negro. 3 acts. 1898.[1] *The Man in Black;* tr. by Ellen Watson. In Garnett, Vallée and Brandl, eds. The *Universal Anthology.* N. Y. Merrill [1899–1902].

El loco Dios. 4 acts. 1900.[1] *The Madman Divine;* tr. by Elizabeth H. West. In *Poet Lore,* XIX. Bost. 1908. Same, Bost. Badger, 1912. (Poet Lore Plays.)

Mariana. 3 acts. 1892.[1] *Mariana;* tr. by James Graham. Lond. Unwin, n. d. Same, Bost. Little, Brown & Co., 1903. *Mariana;* tr. by Federico Sarda and Carlos D. S. Wuppermann. N. Y. Moods Publishing Company, 1910. Same, N. Y. Boni & Liveright, Inc., 1918.

O locura o santidad. 3 acts. 1877.[1] *Folly or Saintliness;* tr. with an introduction by Hannah Lynch. In *The Great Galeoto.* Lond. Lane, 1895. *Madman or Saint;* tr. by Ruth Lansing. In *Poet Lore,* XXIII. Bost. 1912.

Siempre en ridículo. 3 acts. 1890.[1] *Always Ridiculous;* tr. by T. Walter Gilkyson. Bost. Badger, 1916. (Poet Lore Plays, Series 2.) Same, in *Poet Lore,* XXVII. Bost. 1916.

FERNÁNDEZ DE MORATÍN, LEANDRO (1760–1828).

El barón. 2 acts. 1803. *The Baron, a Comedy in Two Acts, Translated from the Spanish of Inarco Celenio;* tr. by Fanny

[1] Date of first performance.

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Holcroft. In *The Theatrical Recorder*, Vol. II, No. 11; Lond. 1805.

GÓMEZ DE AVELLANEDA, GERTRUDIS (1814–1873).

Baltasar. 4 acts. 1858. *Belshazzar:* tr. by William Freeman Burbank. San Francisco, 1914.

GUIMERÁ, ÁNGEL, 1847– .

La pecadora. 3 acts. 1902.[1] *La pecadora (Daniela):* tr. by Wallace Gillpatrick. N. Y. Hispanic Society (Putnam), 1916. *Daniela;* tr. by J. G. Underhill. In B. H. Clark, ed. *Masterpieces of Modern Spanish Drama.* N. Y. 1917.

Terra baixa. (Spanish, *Tierra baja.*) 3 acts. 1896. *Marta of the Lowlands;* tr. into Spanish by José Echegaray and into English by Wallace Gillpatrick, with an introduction by J. G. Underhill. N. Y. Doubleday, 1914. (Drama League Series of Plays, Vol. VIII.)

HURTADO DE MENDOZA, ANTONIO (1586–1644).

Querer por sólo querer. 3 acts. *Love for Love's Sake:* tr. by Sir Richard Fanshawe, 1670.*

LINARES RIVAS, MANUEL, 1866– .

La garra. 2 acts. 1914. *The Claws;* tr. by C. A. Turrell. In *Contemporary Spanish Dramatists.* Bost. Badger, 1919.

MARQUINA, EDUARDO, 1879– .

Cuando florezcan los rosales. 3 acts. 1913. *When the Roses Bloom Again;* tr. by C. A. Turrell. In *Contemporary Spanish Dramatists.* Bost. Badger, 1919.

MARTÍNEZ SIERRA, GREGORIO, 1881– .

Canción de cuna. 2 acts. 1911.[1] *The Cradle Song:* tr. by J. G. Underhill. In *Poet Lore,* XXVIII, No. 6. Bost. 1917.

El enamorado. 1912. *The Lover;* tr. by J. G. Underhill. In *The Stratford Journal,* Vol. V, July, 1919.

Hechizo de amor. 1 act and 2 scenes. 1908.[1] *Love Magic;* tr. by J. G. Underhill. In *The Drama,* No. 25. Chic. Feb., 1917.

MORETO Y CAVAÑA, AGUSTÍN, 1618–1669.

El desdén con el desdén. 3 acts. *Donna Diana;* adapted "from the German version" by Westland Marston. *Dramatic and Poetical Works,* Vol. II. Lond. 1876. *Love's Victory; or,*

[1] Date of first performance.
* See Ticknor, *Hist. Span. Lit.,* II, p. 332, N. 14.

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The School for Pride; adapted by G. Hyde. Lond. and Edinburgh. 1825.

Los pastores (anonymous). *Los Pastores, a Mexican Play of the Nativity;* tr. by M. R. Cole. Bost. Houghton, 1907.

PÉREZ GALDÓS, BENITO, 1845–1920.

El abuelo. 5 acts. 1897.[1] *The Grandfather;* tr. by Elizabeth Wallace. In *Poet Lore,* XXI. Bost. 1910.

Electra. 5 acts. 1901.[1] *Electra;* tr. anonymously. In *The Drama,* No. 2. Chic. 1911. *Electra;* tr. by C. A. Turrell. In *Contemporary Spanish Dramatists.* Bost. Badger, 1919.

La de San Quentin. 3 acts. 1894.[1] *The Duchess of San Quentin;* tr. by P. M. Hayden. In B. H. Clark, ed. *Masterpieces of Modern Spanish Drama.* N. Y. 1917.

ROJAS ZORRILLA, FRANCISCO DE, 1607–1648.

Los vandos de Verona, Montescos y Capeletes. 3 acts. *Los Bandos de Verona, Montescos y Capeletes;* tr. in part by F. W. Cosens. Lond. 1874.

RUEDA, LOPE DE, 1510(?)–1565.

El paso séptimo (Las aceitunas). 1 act. *The Olives;* tr. by G. H. Lewis. In *The Spanish Drama.* Lond. 1845. *The Seventh Farce of Lope de Rueda;* tr. by W. H. H. Chambers. In A. Bates. *The Drama,* Vol. VI. Lond. 1903.

RUSIÑOL, SANTIAGO, 1861– .

El titella prodig. 1 act and 4 scenes. [1911.] *The Prodigal Doll;* tr. J. G. Underhill. In *The Drama,* No. 25. Chic. Feb., 1917.

SOLÍS Y RIVADENEYRA, ANTONIO DE (1610–1686).

Un bobo hace ciento. 3 acts. *One Fool Makes Many;* tr. attributed to Lord Holland. In *Three Comedies,* etc. Lond. 1807.

TAMAYO Y BAUS, MANUEL, 1829–1898.

Un drama nuevo. 3 acts. 1867.[1] *A New Drama;* tr. by J. D. Fitz-Gerald and T. H. Guild. N. Y. Hispanic Society, 1915.

TORRES NAHARRO, BARTOLOMÉ DE, ——1531(?).

Comedia hymenea. 5 acts. *Hymen (Comedia Himenea);* tr. by W. H. H. Chambers. In A. Bates. *The Drama,* Vol. VI. Lond. 1903.

[1] Date of first performance.

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VALLE-INCLÁN, RAMÓN DEL, 1870– .

La cabeza del dragón. 6 scenes. 1914. *The Dragon's Head;* tr. by May Heywood Brown. In *Poet Lore,* XXIX, No. 5. Bost. 1918.

VEGA CARPIO, LOPE FÉLIX DE, 1562–1635.

Castelvines y Monteses. 3 acts. *Castelvines y Monteses.* Tragicomedia; tr. by F. W. Cosens. Lond. 1869. *Romeo and Juliet.* (A summary and abridged translation.) For W. Griffin. Lond. 1770.

La estrella de Sevilla. 3 acts. *The Star of Seville;* tr. by P. M. Hayden. In Brander Matthews, ed. *The Chief European Dramatists.* Bost. 1916.

El Mejor alcalde el rey. 3 acts. *The King The Greatest Alcalde;* tr. by J. G. Underhill. In *Poet Lore,* XXIX, No. 4. Bost. 1918.

El padre engañado. 1 act. *The Father Outwitted; a Spanish Interlude;* tr. anonymously (by Thomas Holcroft?) from a French (?) version. In *The Theatrical Recorder,* etc., Vol. II, No. 7. Lond. 1805.

El perro del hortelano. 3 acts. *The Dog in the Manger;* tr. by W. H. H. Chambers. In A. Bates. *The Drama,* Vol. VI. Lond. 1903.

ZAMACOIS, EDUARDO, 1873– .

Los reyes pasan. 1 act. 1912. *The Passing of the Magi;* tr. by C. A. Turrell. In *Contemporary Spanish Dramatists.* Bost. Badger, 1919.

ELIJAH CLARENCE HILLS

INDIANA UNIVERSITY
FEBRUARY, 1920

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WHY THEY FAILED

If every failure to accomplish the required amount of work in the time given is a waste of school funds, then it may not be out of place to consider why they failed.

First. Failure due to overcrowded classes. The child enters an intermediate school and becomes lost in the crowd. After the first few days he is able to find his recitation rooms without difficulty, but he is often unable to find himself, to discover his teacher because of the multitude. He is unable to receive what is given out to him because of the distance between him and the teacher; he may not be able to see without strain the blackboard; he may not be able to hear distinctly every word; and he may not be able to concentrate because of the multitude.

Second. Lack of supervised study. The child has had the habit formed, during all his previous school experience, of studying under the eye of his teacher. To be sure she has been busy with the other class, but she has been in the room, alert to notice whether he was working. In the intermediate school he finds himself thrust out to shift for himself, and this freedom often spells failure.

Third. Lack of knowing how to study. Knowing how to study is not an inborn trait. It is the work of a life-time to acquire it for some of us. If teachers knew how or realized the need of teaching pupils how to work, how to study, how to think, there would be less subject matter gone over, perhaps, but there would grow up about us a generation of students better qualified to solve the world's problems.

Fourth. Lack of drill. Because things seem so easy to the teacher, because there are always some pupils ready to respond to the slightest stimulus, the need of eternally drilling in order to fix the impression is not forcibly brought home. A well-balanced lesson begins by unifying the minds or getting the attention riveted on the work in hand, the limbering up process or creating the atmosphere for the subject, the review of the lesson of yesterday, the day's lesson, and the preparation of the lesson for tomorrow. In the beginning Spanish class the skillful manipulation of the subject matter by the teacher in questions, in drills, in games, will go a long way toward lessening the number of those who fail.

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Fifth. Failure due to teacher's inability to teach. In a certain school there was a Mexican teacher of Spanish and an American teacher of the same subject. The lady from Mexico knew Spanish perfectly, but she did not know children so well as did the American teacher. One child, who dropped Spanish at the end of the first term, told me that she learned more from Miss S—— in three weeks than she learned from Señora in all of the remainder of the term. The child was interested and happy those first three weeks, but both joy and interest melted away before she had been in Señora's class very long. Another child told me that she never dared to open her mouth in Señora's class for fear she would laugh at her. Think of trying to learn to speak Spanish with closed lips! This same Señora drew unpleasant comparisons between the ability of the Mexican children to speak their native tongue and the American children's inability to speak Spanish. Surely the native teacher of a foreign language is a misfit in the beginning work. If Señora had spent the time in drill that she spent in talking to the class in Spanish, using words that even the Mexican children did not understand, all of the children would have been benefited.

Sixth. Lack of motivation. The big problem for the teacher of any subject is motivation, how to stir up a deep, aggressive interest that will develop into a motive for study that will carry on through school and life. The child is not interested in our thoughts, our ideals. We must be interested in his life. We must meet on his plane and journey upward together. I have come across some excellent devices in my reading. If used, they ought to minimize the failures in our schools.

PHILANA BOSSUET

COLLEGE AVENUE GRAMMAR SCHOOL,
LOS ANGELES, CAL.

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BENITO PÉREZ GALDÓS

Benito Pérez Galdós, uno de los hombres más notables de la época en que vivimos, que nació en las Palmas, Islas Canarias, el 10 de mayo de 1845, ha muerto en Madrid el 4 de enero del año actual. El mundo hispano está de luto y rinde homenajes a su gloriosa memoria. El insigne novelista que en 1870 y 1871 lanzaba sus primeras novelas, *La Fontana de Oro* y *El Audaz,* el gran pensador que por medio siglo luchó por la educación de su patria, el orgullo de la raza hispana, que todavía en el día de ayer nos conmovía con nuevas creaciones artísticas, ha dejado de vivir.

Fué Galdós el verdadero creador de la novela española moderna. Es la figura más importante en la literatura española de los últimos cuarenta y tantos años. El es, más que otro ninguno, quien ha hecho valer por el mundo entero la literatura moderna de España.

Campea en la obra de Galdós un españolismo positivo, fruto de una fe firme en el porvenir de su raza. Fué, como el nunca bien llorado, don Marcelino Menéndez y Pelayo, un español castizo en su espíritu y en su obra. Su obra literaria nos pinta la vida española de la época en que vivió con el realismo de un Velázquez. Creyó siempre que el porvenir de España se encuentra en el gradual desarrollo del pensamiento español, la tradición española, la educación y desarrollo nacional que a España por su historia le pertenece. Para ser grande España ha de ser España. Al lado de él han vivido muchos novelistas de fama reconocida. Alarcón ama a España al igual que Galdós, pero vale menos, a pesar de ser de los novelistas más distinguidos de nuestra época. Valdés tiene el vigor galdosiano, pero le falta la inspiración poética. Su obra es más universal y menos española. Pereda iguala a Galdós en la descripción y en el diálogo fácil. De los novelistas más jóvenes Blasco Ibáñez se distingue por un vigor verdaderamente galdosiano, un realismo netamente español y en su temperamento artístico supera, tal vez, a Galdós; y Ricardo Leon tiene un estilo más correcto. Pero nadie, absolutamente nadie, supera a Galdós en el conocimiento del carácter humano, en la simpatía humana universal, en el vigor de su realismo, en la originalidad, en el genio creador. Las novelas de Galdós, como los lienzos de Velázquez y de Zuloaga nos muestran el alma de España.

Como todo genio verdadero Galdós nunca se pagaba de las tira-

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nías sociales. Por eso algunas veces nos parece amigo de las ideas revolucionarias. Como inconsciente defensor de la humanidad que sufre su espíritu democrático le llevaba al combate, a denunciar las instituciones vivientes. Pero nunca buscaba aplausos. No era un demagogo que incitaba al pueblo ignorante. Nunca, tampoco, se dejó llevar por las influencias pasajeras del pensamiento del extranjero. Conoció a Ibsen, a Zola, y a todos los demás, antiguos y modernos, pero en su obra hay una solidez de ideas que no se modifica fácilmente. El estudia en el libro de la vida. Tanto en sus novelas, que son las que constituyen su puesto colosal en la historia de la literatura, como en su teatro donde campea el mismo vigor y el mismo realismo, sus caracteres son humanos, sus escenas de la vida son documentos humanos verdaderos, exteriorizados por un artista que no se deja dominar por las ideas ajenas. La misma humanidad que vemos en *La Fontana de Oro, El Audaz, Doña Perfecta, Gloria, Nazarín, Fortunata y Jacinta, La Desheredada,* encontramos otra vez en *La Loca de la Casa, La de San Quintín, Electra, El Abuelo.* Los críticos encuentran en Galdós influencias de Ibsen, de Balzac, de Dickens, y de muchos otros. La verdad es que Galdós es todo español. En su obra hay la tradición viril de la novela picaresca, que es el realismo español más puro, y el humanismo universal de Miguel de Cervantes.

Y la fuerza tradicional que vive en su alma española se manifiesta en sus *Episodios Nacionales,* que son la epopeya nacional de la España del siglo XIX, como el romancero lo es para la España heroica de la edad media. Al leer *Trafalgar, Zaragoza, La Vuelta al mundo en la Numancia,* etc., se vive la vida de la época.

Y así, la obra literaria de Pérez Galdós, como la obra de Menéndez y Pelayo, es una obra inmortal. Son estos dos españoles ejemplos vivos y actuales de la España que vive, de la España del Cid, la España de los Reyes Católicos, la España del Gran Capitán, de Hernán Cortés, de Pizarro y de Ojeda, la España de Santa Teresa y de Miguel de Cervantes, la España de Lope de Vega, de Tirso de Molina y de Calderón, la España de grandes guerreros, de intrépidos conquistadores, de santos, de predicadores, de misioneros, la España grande, la España espiritual que ha llevado su sangre, su lengua su religión, su cultura a todas partes del mundo.

Veneremos con el más profundo respeto la gloriosa memoria de Benito Pérez Galdós.

AURELIO M. ESPINOSA

STANFORD UNIVERSITY

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NOTES AND NEWS

The distinguished Spanish novelist, Señor Don Vicente Blasco Ibañez, who has been visiting in the United States since last November, lecturing before large and enthusiastic audiences in colleges, universities, and other places, will soon sail for Europe. On his way to the Pacific Coast he lectured at Albuquerque, New Mexico, and visited Santa Fé and the Grand Canyon. In California he visited various missions, the Universities of California and Stanford, giving also various lectures. Señor Blasco Ibáñez proposes to write at least four novels inspired in our country. These will have as their chief places of action, New York, New Mexico and Colorado, California, and the country as a whole, respectively. A few weeks ago our distinguished friend was honored with the honorary degree of Doctor of Laws by George Washington University. The ceremony took place on the 22nd of February, Señor Blasco Ibáñez, General John J. Pershing, and Mr. Herbert Hoover being the three men honored on that occasion by George Washington University.

Professor E. C. Hills of the University of Indiana, well-known Hispanist and scholar, has just been elected a corresponding member of the Royal Spanish Academy. The honor conferred upon Professor Hills is the greatest distinction given by the Royal Spanish Academy to Spanish scholars in foreign countries.

Mr. Lawrence A. Wilkins, president of *The American Association of Teachers of Spanish*, has been appointed Director of Modern Languages in the High Schools of New York, a position which has just been established by the Board of Education.

Professor Carlos Bransby, of the Department of Spanish of the University of California, has been appointed consul ad honorem of Colombia at Berkeley by Marco Fidel Suarez, president of Colombia. Professor Bransby has had an extensive academic career. A native Colombian, he started his education there, coming to this country to complete a course at Lafayette College. Professor Bransby has written many Spanish works in addition to his numerous translations into English of original Spanish books.

Mateo A. de Molina, formerly Assistant Professor in Texan Christian University, has been appointed Assistant Professor of Spanish at the University of Missouri.

There has been established at Madrid an Asociación Internacional de Bibliografía Pedagógica. The official organ of the A. I. de B. P. is the *Año Pedagógico Hispano-americano*, published in Madrid by Señor Rufino Blanco y Sánchez.

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THE LOCAL CHAPTERS

NEW YORK CHAPTER.—The meeting of January 10, 1920, held at the School of Mines, Columbia University, was devoted to reports and discussion of plans for the development of the chapter.

Miss Catherine Haymaker, of Adelphi College, summarized briefly the addresses of the Washington Convention and Miss Maude Babcock described the social features of those sessions, creating much merriment by her happy application of a great number of the idioms appearing in the Wilkins Prose Book.

A report was made by Carlos Figarola regarding the special section of LA TRIBUNA, recently dedicated to the use of the American Association of Teachers of Spanish, and attention called to the article of President Mercado, "En pos de nuestro ideal," to appear in the edition of January 24.

Plans were considered for the award of prizes to students excelling in the study of Spanish in the New York City High Schools, and designs of pins and honor ribbons were submitted for approval.

It was voted that the president appoint a committee to arrange for a series of lectures in the suburbs of New York by the members of the local chapter, interpreting the significance of Spanish civilization and creating a keener appreciation of the culture of Spain and Spanish America.

Announcement was made that within a few weeks a "velada" in memory of Pérez Galdós would be held under the auspices of La Unión Benéfica Española, the Hispanic Society of America, and the American Association of Teachers of Spanish.

SEATTLE ACTIVITIES.—The Northwestern Chapter held a most profitable meeting on January 10th in Denny Hall, University of Washington. The consul of Bolivia to Seattle, Señor Nemesio Menacho, gave an interesting address on "Bolivia." He was followed by Prof. G. W. Umphrey with a paper on "Aims and Methods of the Teacher of Spanish." Two cuestionarios were presented, one with tabulated results concerning the aims for the study of the language and method of instruction preferred by the students in the University, and the other regarding definite aims and methods of the teachers. By vote of the chapter, copies of these cuestionarios were sent to all members and the tabulated answers will be presented at the next meeting, April 10th.

CHICAGO CHAPTER.—Under the presidency of Mr. Carl O. Sundstrom, the first meeting of the Chicago Chapter since organization took place Saturday afternoon, January 10. Besides the regular members several professors from Chicago and Northwestern Universities were in attendance.

Mr. E. C. L. Morse, author of Morse's Spanish-American Life, gave an address on "Vitalizing the Teaching of Literature." The second speaker, Miss J. L. Marsh, of Calumet High School, presented "Recuerdos de la vida escolar de la Argentina," in which she declared the instruction for boys in Argentina was far superior to that provided for girls.

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Miss Cecilia M. Brennan, of Marshall High School, spoke in highest praise of the Chilean school system by which both girls and boys receive a thorough education.

It was voted to invite the American Association of Teachers of Spanish to hold the annual convention of December in Chicago.

THE LONE STAR STATE ORGANIZES.—Another chapter of the American Association of the Teachers of Spanish was established January 9, 1920, at Austin, Texas. The following officers were elected: President, W. S. Hendrix, Adjunct Professor of Romance Languages, University of Texas; vice-president, Lester Brenzer, Austin High School, Austin, Texas; secretary-treasurer, Miss Nina Weisinger, Instructor in Romance Languages, University of Texas; corresponding secretary, Miss Fannie Preston, assistant in Romance Languages, University of Texas.

A constitution modeled after that of the New York Chapter was adopted. Miss Weisinger read a most helpful paper on: "Some Problems on Teaching Beginners' Spanish." The Texas Chapter has an initial register of twenty-five members.

LOS ANGELES CHAPTER.—A special open meeting of the Los Angeles Chapter was held on the evening of the 31st of January to hear the great novelist, Vicente Blasco Ibáñez. About 500 persons attended. Professor Morales de Setién of the University of Southern California introduced the speaker.

Señor Blasco Ibáñez gave the local chapter a stirring address that will be long remembered. He spoke of the importance of Spanish, cultural and commercial, and very forcibly pointed out that the literature of Spain still holds its place among the first, although in former years it had stood alone pre-eminent.

NORTHERN CALIFORNIA CHAPTER.—A special meeting of the chapter was held in San Francisco on the afternoon of the 7th of February. The speaker of the day was the famous novelist, Don Vicente Blasco Ibáñez, who was then in California. Señor Blasco Ibáñez was at his best and gave an eloquent and masterful address to the teachers of Spanish, wherein he gave the principal reasons for the study of Spanish in the United States and declared that the American teachers of Spanish are the evangelists of Spanish culture in America. After the inspiring address of the great novelist, our honorary president, Señor Don Juan C. Cebrián spoke for a few moments on the error of the use of the term "Latin-America," urging the local teachers to help to eliminate this false vocable from our vocabulary. The speaker ended his remarks by referring to a special article on the subject by Professor Espinosa of Stanford University, printed in the September (1918) HISPANIA, and later published in Spanish translation by the Comisaria Regia del Turismo y Cultura Artística (Madrid, 1919). Any one desiring the Spanish translation of the article may obtain it by writing to Señor Cebrián, 1801 Octavia Street, San Francisco, Cal.

GRACIA L. FERNÁNDEZ

NEW UTRECHT HIGH SCHOOL,
BROOKLYN, NEW YORK.

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REVIEWS

El Sí de las Niñas, por Don Leandro Fernández de Moratín, with notes, vocabulary and exercises by Percy Bentley Burnet. Henry Holt & Co., 1918.

Data collected recently[1] reveal the fact that the present text is one of the most popular books for use in first and second year Spanish classes. The text has already been edited twice in this country, but a work which enjoys such popularity can be edited frequently with profit both to teacher and student. It should, however, be the aim of each new editor to improve on the work of his predecessor, and at the same time to adapt the book to suit existing conditions in the teaching of Spanish, conditions which have changed radically since the first school edition of *El sí de las niñas* appeared in this country.

Although the present editor has been well intentioned, it can not be denied that he has fallen short of his aims. The introduction, which is far too sketchy, affords neither teacher nor pupil the necessary information concerning the life and works of the author and his place in Spanish dramatic literature. The reviewer feels that a well-edited Spanish text should contain more than a modicum of pertinent information. Let us remember that many students of language never read more than one work of an author, and that generally the permanent impressions which are retained are those which appear in the printed volume, a volume which not infrequently finds its way into the owner's library. Let us remember, too, that there are many teachers in secondary schools who have not had the advantages of graduate instruction in Spanish, and who find themselves called upon to teach Spanish, often in a locality where books of reference are not easily accessible. Surely editors of texts which are intended for secondary school use should bear this in mind and prepare their texts accordingly.

To the haste in which text-books in Spanish have been prepared in recent years must be ascribed many of the errors, typographical and otherwise, which are so often in evidence. Teachers of Spanish frequently have misgivings and hesitate to use a new text until they have examined it thoroughly or read a review of the text. Such a situation does not exist in French or German. It should not exist in Spanish. "Better text-books" might well be a slogan for teachers of Spanish.

The edition of *El sí de las niñas*, by Professor Burnet, is relatively free from typographical errors. The following have been noted in the text of the play: p. 15, l. 19, *que* for *qué;* p. 30, l. 2, *Yo* for *Y;* p. 45, l. 14, *El* for *Él* (for the sake of uniformity); p. 54, l. 3, *veniste* for *viniste;* p. 68, l. 18, *Ve aquí* for *He aquí;* p. 78, l. 28, *fingan* for *finjan;* p. 80, l. 9, *él amor* for *el amor;* p. 82, l. 17, *acasión* for *ocasión;* p. 85, l. 16, *para que* for *para qué;* p. 87, l. 11, *¡Que horror!* for *¡Qué horror!*

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[1] Cf. *Modern Language Journal,* February, 1919, pp. 226–228.

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The notes, which should contain helpful information concerning grammatical difficulties, are mainly parallel instances of constructions taken from other plays of Moratín, and are not especially useful to the average student. Moreover, if a play written more than a century ago is to supply material for conversation (exercises for oral practice occupy 14 pages of the book) it would be advisable to mention obsolete and unusual constructions which occur in the play in order that the student shall not acquire the habit of using them. Some explanation of expressions like the following should appear in the notes: p. 20, l. 2, *Entra Simón al cuarto* (cf. Cuervo, *Apuntaciones críticas sobre el lenguaje bogotano*, 6a ed. Paris, 1914, 417); the same construction occurs p. 25, l. 22, and p. 49, l. 6; p. 41, l. 11, *no le parezca a usted;* p. 66, l. 2, *dió las tres* (modern Spanish has made the object the subject of the verb, cf. *dieron las tres*); p. 83, l. 21, *yo era muy enamorado* (cf. p. 89, lines 7, 14, where the customary verb *estar* is used). One can not always depend on the accuracy of the few notes which the editor has given, and his translations unfortunately do not reflect the Spanish spirit. The reviewer does not wish to repeat here what has already been stated concerning the present edition in the *Modern Language Journal* for May, 1919, but he can not refrain from mentioning the notes to the phrases: *que Dios perdone,* p. 14, l. 19, and *Dios le haya coronado de gloria,* p. 32, l. 12. Of the first the editor says: "Note the comical effect of the phrase used at mention of the dead"; and of the second, "Doña Irene, at mention of the dead, quotes the first phrase that comes to her mind, here with comic effect"!

The book would be improved if the exercises for oral practice as prepared by the editor were omitted. They are frequently incorrect, and smack of translation from the English. The questions themselves are not well adapted for class-room use, for they are often vague and sometimes unintelligible. The student would surely be at a loss to understand the meaning of such a question as, "*¿Diciéndole de señorito a Carlos que manifiesta el señor?*" (p. 130, ex. 17, question 1). *El señor,* which is used with great frequency instead of mentioning the name of the character, suggests *El Señor.* The questions are called in one place "*cuestiones*" (p. 126, ex. 11, question 1). An unpardonable error occurs on page 129, ex. 15, question 19, . . . *al ver que colgan la jaula* . . . It is to be hoped that a careful revision of this part of the book will be made in the near future.

The vocabulary seems to be complete, though it does not always "mark the gender, *m.* or *f.* of all words where it is not clear from the ending or meaning," nor does it contain new words which have been used in the exercises for oral practice. Attention is called to the following words in the vocabulary: *bobería,* nonsence (read *nonsense*); *entrañas,* bowels; *hija de mis . . .,* child of my loins (would it not be better to say, *my darling child*?); *nosotros,* we (also means *us*); *madriña* is listed only under *padriña; poner, . . . , — en términlos* (read *términos*); *vez, . . ., cada, —,* more and more (*Cada vez más* means *more and more*).

GEORGE IRVING DALE

WASHINGTON UNIVERSITY,
ST. LOUIS, MO.

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A PROPÓSITO DE LA REVISTA DE UN LIBRO

A consecuencia del vivo interés, rayano en entusiasmo, que hoy se deja sentir, en este país, en el estudio del español, es natural que haya una demanda considerable de textos para la enseñanza de ese idioma y que la oferta corresponda, y aun exceda, a la demanda. ¿Qué mucho, pues, que apenas pase una semana sin que alguna casa editorial norteamericana anuncie la publicación de uno ó más textos de español.

Esta abundancia de textos debiera ser motivo de plácemes para los que a la enseñanza del español nos dedicamos, si no fuera por la circunstancia de que la calidad no siempre corre parejas con la cantidad. Aunque es innegable que, de algunos años a esta parte, se han venido publicando obras meritísimas, escritas o compiladas ya por profesores de raza española, ya por norteamericanos que han logrado dominar la lengua de Cervantes, es preciso confesar, por doloroso que ello sea, que algunos de los textos que recientemente han salido a luz, dejan mucho que desear en cuanto a la corrección y el sabor castizo de la lengua que en ellos se pretende enseñar. Siendo esto así, hácese necesario el poner algún remedio, a fin de que los educandos no vayan a aprender, en lugar de español, una jerigonza enrevesada, consistente en giros y modismos ingleses expresados en palabras españolas. El mejor medio para atajar mal tan grande es la censura ejercida por maestros del idioma que, a la idoneidad, unan la paciencia y el esmero. Afortunadamente ya no escasean en el país tales maestros, y muchos de ellos son procedentes de España o, de la América Española. Casi no hay universidad de importancia que no tenga algún profesor de tal procedencia. La Universidad de Columbia, por ejemplo, cuenta entre sus profesores a Federico de Onís, la de Pensilvania a M. Romera-Navarro, la de Wisconsin a Ortega, la de Michigan a Bonilla, la de California a Buceta, la de la California del Sur a Morales de Setién, la de Stanford a Espinosa, etc., etc. A ellos, y a otros como ellos que no podemos mencionar por falta de tiempo, les corresponde ejercer la censura, les cumple, con respecto a la lengua española, el "limpiarla, fijarla y darle esplendor" en esta hermosa tierra anglosajona. Así podrán prestar grandes servicios a la enseñanza y a la divulgación del idioma.

Muy grande es el que les ha prestado el señor Ortega en la revista o juicio crítico acerca de *Easy Spanish Plays* de la señorita Ruth Henry, que apareció en el número de Octubre de 1919 de HISPANIA. Por ello le deben estar muy agradecidos cuantos enseñan el español en los países de habla inglesa, y ninguno, si bien se mira, ha de estarlo más que la misma autora del librito objeto de la revista, puesto que ésta la pondrá en capacidad de publicar una nueva edición más depurada. No es tanta, empero, la gratitud que no se pueda echar de ver que, tal vez por exceso de celo, el señor Ortega ha cargado la mano demasiado en unos casos, y en otros—muy pocos, es cierto—ha errado el golpe. He aquí por qué vamos a tomarnos la licencia de hacer algunos reparos, movidos no sólo por el deseo de prestar nuestro humildísimo contingente al acertado estudio de nuestro idioma, sino también por el de propender a que se haga justicia a la señorita Henry, aunque no tenemos el honor de conocerla.

Ahí van pues los reparos, con perdón, se entiende, del señor Ortega:

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Pág. 1: "La escena pasa en el despacho." Tacha el señor Ortega de incorrecto el uso del verbo *pasa,* en este lugar, por cuanto, según él, *escena* significa *decoración, lugar,* nunca *acción;* mas con igual razón tendría que tachar el empleo del verbo *ser* en las comedias de Lope de Vega, Calderón, Moreto, Moratín, Hartzenbusch, etc. "La escena es en Madrid, Sevilla o Nápoles," como ellos dicen, no significa, ni puede significar que la *decoración* o el *lugar* es en una de esas ciudades, sino que la *acción es* en Madrid, Sevilla o Nápoles.

Pág. 3, S4: Razón y de sobra hay para corregir la frase "No me gusta mi alimento," pero una de las frases propuestas para reemplazarla (*No me gusta la comida*), adolece, en nuestro concepto, del mismo error. Sería preferible: *Tengo desgana* (*de comer*).

Pág. 11, L3: No sabemos en qué se funda el corrector para rechazar "pedir la mano," frase autorizada por el diccionario de la Academia y bien consagrada por el uso en "toda tierra de garbanzos," y para querer reemplazarla con *declararse,* que, desgraciadamente para las mujeres, no significa tanto, pues bien pocos de los que *se declaran* creen empeñar con ello su palabra de casarse.

Pág. 19, P1: En el párrafo referente a aquello de "Estoy perseguido de los crueles oficiales," se halla empleada por el corrector la palabra *persecutores* (perseguidores), la cual es inglés puro, salvo el estar pluralizada a la española. Debe de ser un error de imprenta.

Pág. 22, 13: "¿No has olvidado mi traje, etc.?" Nos parece que esta oración quedaría más sencilla y acertadamente corregida o bien quitándole los interrogantes, o bien dejándoselos y suprimiéndole el *No* con que principia.

Pág. 23, E6: "Los detesto con todo su teatrucho." La revista se opone al empleo del vocablo *teatrucho.* A nosotros no nos parece mal este despectivo can tal de que se diga *su teatrucho y todo.*

Pág. 30, 17: Corrigiendo la expresión, *Media Noche,* la revista apunta como equivalentes *nocturno, a media noche, de madrugada.* ¿En qué país español será madrugada equivalente a media noche? Por lo que a nosotros toca, poco amigos que somos de trasnochar, muy de cuando en cuando nos acostamos *a media nache,* pero nunca *a la madrugada,* y muchas veces nos levantamos *a la madrugada,* por equello de que "A quien madruga Dios le ayuda," mas nunca *a media noche.* Cada uno haga su gusto.

Pág. 36 (38?), D5 y J5: Eso del "oso entre dos señoras," en el librito es bastante desgraciado, por ser de muy dudoso significado, pero la enmienda propuesta en la revista no nos satisface, por cuanto el significado más conocido de *hacer el oso* es el de *galantear, enamorar,* así es que "Creo que tendré que hacer el oso si me meto a enamorar mujeres" suena algo así como una perogrullada.

Pág. 45, J2: Dice el corrector que *concluido* (con el acento ortográfico en la i) debe ser *concluido* (sin ese acento). Es cierto, que el uso del acento en palabras de esa especie es algo vario todavía, pero creemos que la autora del libro ha adoptado el que es más general y lleva mejores trazas de hacerse universal. En su "Método de Ortografía Española," obra adoptada por real orden para las escuelas públicas de España, dice el Dr. Julián Martínez Mier (5a. edición, de 1914, pág. 206): "Contra la misma regla

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general [la referente a las palabras llanas terminadas en vocal] se acentuará cualquier vocablo llano en que el acento cargue sobre *i* o *u* precedida de otra vocal sin formarse diptongo." En una nota advierte el erudito autor: "Aunque esta regla no aparece formulada entre las de la Academia, la vemos cumplida en las obras y escritos de la alta Corporación." Excusado es decir que así es la verdad, como cualquiera podrá convencerse con muy poco trabajo.

Pág. 46, L3: El corrector dice que "te han visto" debe ser *te vieron*, y en ello tiene muchísima razón; mas la autora podría disculparse, ya que no justificarse, citando en su apoyo el uso de algunos autores de nota en casos como el de que se trata. ¡Lástima grande que tamaña incorrección sea tan común!

Nota de pág. 40, D2: El origen de la frase "dar calabazas" es difícil de rastrear, pero no hay duda ninguna de que la explicación sugerida por el corrector se aproxima mucho más a la verdad que la de la nota. Quizá se haga más luz en el asunto haciendo presente que "dar calabazas" significa también *reprobar en un examen*, y que llamar a alguien *calabaza* equivale a calificarle de *tonto*. Sea de esto lo que fuere, lo que sí se puede asegurar como cosa cierta es que cuando "dar calabazas" significa rechazar la mujer al que la pretende o la requiere de amores, la frase que en inglés expresa exactamente la misma cosa no es "to hand a lemon to somebody," o el "booby prize," como propone el corrector, sino "to give the mitten." El origen de esta frase no es tan difícil de averiguar como el de su correspondiente en español. Cuéntase que una vez un amartelado joven le pidió su blanca mano (Sí, señores, fíjense ustedes bien, que lo que hizo no fué solamente "declararse" sino "pedirle su blanca mano") a la chica que le tenía trastornado el seso. La historia no dice, o nosotros no nos acordamos, si la chica era inglesa o norteamericana, pero sí se puede asegurar, sin temor de equivocarse, que tenía los cabellos de color de oro y los ojos de color de cielo. También se puede jurar y perjurar que era lista hasta no más, pero un si es no es despiadada. El hecho fué que en lugar de su blanca mano, la muy pícara le dió al joven uno de los mitones que llevaba (por lo visto en aquel entonces no se usaban los guantes), el cual era blanco, y de seda, por más señas. Nuestro joven hubo de contentarse con eso, y lo mismo hiciera, que hasta tal punto llegaba su condescendencia, si la chica hubiera sido española y, en vez de mitón, le hubiera dado unas calabazas.

¿Qué diremos de las voces y frases que se refieren a los reglamentos de los círculos literarios y de otras corporaciones de esa clase? Materia es ésta que puede dar lugar a alguna diversidad de conceptos, por no ser uniforme el uso, a menos que se considere el de las Cortes de España como el único que debe seguirse. Creemos, sin embargo, que tanto la autora del libro como el corrector se han equivocado en su traducción de "I declare a few moments recess to be followed by the business session," ("Se levanta la sesión por algunos momentos para," etc.) por cuanto no es en el *recess* donde se va a tratar de algo sino en la sesión que sigue al *recess*. Mejor: Queda levantada la sesión por algunos minutos y después se abrirá de nuevo para tratar, etc.

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En cuanto al término castellano que corresponde a la palabra *officers* (de una corporación) nos parece que *dignatarios* es el mejor y más generalmente usado en toda tierra española. En algunos casos, pero no en todos, los dignatarios solos componen la "junta directiva."

"To lay on the table" es *suspender la discusión de* (una resolución, proyecto o proposición). En algunas regiones se dice *dar carpetazo a*, etc.

"To reconsider" (a motion, resolution, etc., not a vote) es *volver a discutirla, ponerla otra vez en discusión* o *reasumir su discusión*. Claro está que los votos, como tales, no se discuten, pero, cuando se cometen errores, se puede hacer el recuento de ellos, y si fuere necesario, se puede proceder a efectuar de nuevo la votación, ya sea ésta ordinaria o nominal.

CARLOS BRANSBY

UNIVERSITY OF CALIFORNIA

CURSO DE VERANO EN MADRID

Desde hace nueve años la "Junta para ampliación de estudios," organismo dependiente del Ministerio de Instrucción Pública y Bellas Artes, con la cooperación del "Centro de Estudios Históricos" y valiosos elementos de la Universidad de Madrid, viene ofreciendo a los extranjeros cursos sobre la lengua, literatura y arte españoles.

Estos cursos, de un carácter eminentemente práctico, han tenido un éxito excelente en los años pasados, siendo ya muchos los profesores y estudiantes de español en Europa y América que han aprovechado la oportunidad que se les ofrecía para ponerse en contacto con la intelectualidad de España, conocer de cerca sus costumbres, admirar los tesoros artísticos de sus viejas ciudades, perfeccionarse en el idioma castellano y adquirir, en suma, una comprensión más íntima de la realidad hispana.

El noveno Curso de Verano para Extranjeros se dará este año en Madrid, del 24 de julio al 4 de septiembre. Expertos profesores bajo la dirección del Sr. D. Ramón Menéndez Pidal se encargarán de varios cursos de conferencias acerca de Gramática, Fonética, Literatura, Historia, Arte, Geografía y temas generales sobre la vida española. Habrá también clases prácticas de análisis de textos literarios y ejercicios de conversación, composición y traducción. Se organizarán visitas a los principales museos y colecciones de arte de Madrid y excursiones a los reales palacios y ciudades de interés artístico próximas a la capital de España, El Escorial, Toledo, Avila y Segovia. A la terminación del Curso, la Junta expide a los alumnos matriculados un Certificado de Asistencia, y si el interesado se somete a las pruebas finales, un Certificado de Suficiencia, donde se da testimonio oficial de su recomendable conocimiento del idioma castellano.

Con la debida autorización de la "Junta para amplicación de estudios," y al objeto de facilitar la concurrencia de maestros y estudiantes americanos, se está tratando de organizar una excursión colectiva a España bajo la dirección de los profesores don Joaquín Ortega de la Universidad de Wisconsin,

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Mr. Clarence E. Parmenter de la Universidad de Chicago, y Señorita Carolina Marcial Dorado del Colegio de Bryn Mawr quienes, bien familiarizados con las idiosincracias del viajero americano y las peculiares características de la vida española, prestarán a los excursionistas efectiva ayuda, auxiliándoles en la solución de todas las dificultades que puden presentarse, dándoles adecuada información respecto a sus estudios y estableciendo un cordial contacto entre los miembros de la excursión mediante conferencias en español, desprovistas de toda ceremonia, que se celebrarán a bordo. El castellano se declarará *idioma oficial* de los excursionistas desde el momento que el vapor leve anclas en el puerto de Nueva York.

Para alojamiento de los excursionistas se ha conseguido la cesión de los magníficos edificios de la "Residencia de Estudiantes," construidos hace cuatro años con todas las comodidades modernas y situados en los altos de la Castellana, el barrio más aristocrático de Madrid. También ha quedado concertado el servicio de una buena, sana y abundante comida en la Residencia por todo el tiempo que los excursionistas vivan en Madrid. Se ha buscado la cooperación de varios jóvenes españoles de ambos sexos que se alojarán en la Residencia, presidirán las mesas y conversarán con los estudiantes cuando éstos estén libres de deberes escolásticos, para de este modo crear una atmósfera genuinamente española en torno a los excursionistas.

Se fijará un precio único por persona, *todo comprendido*, incluyendo gastos de viaje por mar y tierra, hoteles, propinas, hospedaje completo en la Residencia (habitación, comida, uso de baños y duchas, campos de deporte, biblioteca, etc.), privilegio de conversación española con instructores especiales fuera de las clases, honorarios de matrícula del Curso de la "Junta para ampliación de estudios," libros y material de estudio, extraordinarios con motivo de excursiones dentro de España, etc., etc., evitando así al excursionista las preocupaciones y molestias que un viaje de esta índole acarrea.

Si un número considerable de maestros americanos no pudiera asistir a este Curso en la fecha anunciada, 24 de julio al 4 de septiembre, es posible que la Junta para ampliación de estudios organizara otro curso similar que sería del 10 de julio al 21 de agosto. Se ruega a los que pidan información que tengan la bondad de indicar cuál de ambas fechas les conviene más.

Todas aquellas personas que se interesen en el proyecto y quieran ser miembros de la excursión; deben dirigirse cuanto antes (el número de plazas es muy limitado) al Prof. Joaquín Ortega, Spanish Bureau, The Institute of International Education, 419 West 117th Street, New York City. A los que prefieran hacer el viaje por su cuenta se les facilitará toda la información de que se disponga respecto a las condiciones de vida en Madrid, naturaleza de los cursos y presupuesto aproximado de gastos.

ERRATA.—Vol. III, p. 13, after Sr. Joaquín Ortega, instead of University of *Minnesota* read University of Wisconsin.

Ib., p. 59, last line, instead of *el señor* Frances Douglas read la señora Frances Douglas.

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HISPANIA

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MISIONES LAÍCAS EN AMÉRICA

(Discurso leído ante el Capítulo Neoyorquino de la Asociación Americana de Maestros de Español el 8 de noviembre de 1919.)

Acabáis de oir la voz de la madre España por boca de uno [1] de los más cabales representantes de la agitación que hoy la inspira y transforma y de aquel inmutable patriotismo ante el cual al pasado de la patria española sólo cuadra manto de inatenuable gloria, no en gracia y homenaje de fervor filial, sino como inmaculada investidura única. Cuanto a mí, pues que el sólo merecimiento al honor de la palabra en esta asamblea, es el ser hijo de uno de los pueblos [2] que en América hablan el noble idioma propagado por vosotros en la mayor de las naciones, natural es que el mensaje sea en justificación y alabanza de vuestro esfuerzo, por cuanto acerca para la mutua empresa de lo por venir y por los medios de más íntima y superior eficacia humana, las dos mitades del mundo de la democracia.

Sabemos que, si bien no sólo de ideas vive el hombre, sólo por ellas vive vida social; que la historia tiene en más la producción y el comercio de pensamientos y la realización de éstos en obra de arte o de vida, que las vicisitudes económicas, que siempre fueron consecuencia desastrosa de alguna forma de ignorancia colectiva, que mientras tales ignorancias subsistan, aun cuando la era presente date del predicador Nazareno y no de quienes lo crucificaron, esta póstuma reverencia convencional al mártir no acallará en los labios la cotidiana plegaria del pan nuestro, ni en los corazones la inclinación a acapararlo con hambre comparable a la primitiva ancestral; a la

[1] Vicente Blasco Ibáñez. [2] Venezuela.

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gula del salvaje que, ante el alimento, lo devora hasta los límites de la hartura, como si ya la tierra no fuera a producirlo nunca más, ni a brindárselo; de suerte que si el mañana fue siempre almohada de Ariel y de Don Alonso de Quijano, cada día vivido es, como lo fueran los ayeres, pasto de Calibanes y yangueses caníbalos y ferocísimos.

Sostener que la tradicional sujeción de los ideales a los apetitos es inmutable ley de la llamada naturaleza humana, es olvidar que todo progreso social ha sido un triunfo sobre aquel pretenso absolutismo del instinto y olvidar que el origen, los anales y la razón de ser de los pueblos de este continente, que ha erigido la escuela en incontrastable instrumento de redención y en fuente de igualdad y libertad civiles, confutan y anulan con el portento de su sencilla grandeza, aquella monstruosa tésis. Esta mitad del planeta revelada a la otra a la hora del Renacimiento, entre el aparato de fantásticas realidades más bellas que la fábula; anunciada por videntes, descubierta por insignes caballeros de la aventura y consagrada a la libertad y al derecho por varones cuya peculiarísima virtud común no podía haberla producido ninguna otra familia de pueblos; este hemisferio que en su ribera del Pacífico, término del Occidente, amortaja de polo a polo cada tarde el sol occiduo, como para resurgirlo a cada aurora en fúlgido mandado de nueva vida y nueva luz hacia el sopor del Oriente: esta América tiene la misión de sepultar por mano de sus maestros, a la sombra de nuestros Andes y de vuestra Sierra Nevada, el sangriento sol de la iniquidad y la mentira que presenció el exterminio de las razas autóctonas, y de hacer que de las ondas que la circundan se alce, pan de la nueva comunión, el nuevo sol del mundo.

Tal, señores, es la fe hispanoamericana, roqueña cual la vuestra, y que junta en su devoción, como a lares propios, a Washington, y Franklin, a Jefferson y Lincoln; pide aras bajo vuestros cielos para los fundadores de nuestras patrias; finca en este culto la esperanza en la consumación de la obra que a las Americas atribuye, y reniega de quien viola el credo americano, que considera uno desde las brumas boreales de Alaska a las australes de la Tierra del Fuego.

¿De dónde arranca esta fe americana, la mayor fuerza imponderable e irrepresible de este hemisferio; la mayor fuerza imponderable e irrepresible acaso de la tierra; fuerza generadora de repúblicas en todos los continentes?

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Los manantiales y su caudal fueron, para vosotros, las instituciones británicas afinadas por vuestros próceres al ritmo democrático del Espíritu de las Leyes y de la más sana doctrina de los precursores liberales de la época: la población, afín y homogénea en punto de tendencias políticas y el carácter inicial de reivindicación económica que asumió vuestra brega emancipadora. En razón de estos tres factores, cuando anunció la campana filadelfa vuestra declaración de independencia, no anunciaba en realidad sino un cambio de gobierno en un pueblo ya formado con todos los requisitos de la unidad nacional y todos los elementos de grandeza moral que han hecho de los Estados Unidos pasmo y decoro de la historia.

Cuando los fundadores de este pueblo vinieron a amparar tras el Atlántico su albedrío, trajeron el señorío de su conciencia religiosa y política. La lucha por afirmarlo íntegramente en 1776, no sólo os libró, por su relativa brevedad, del "rastrojo de la gloria militar"[1] sino os abrió campo a participar de lleno en la revolución industrial provocada por el genio inventivo de aquellos días; mientras los buenos hados os franqueban paso al golfo azteca y al mar Pacífico y, sin más hiato que el de reafirmar la Unión sobre la base de la libertad e igualdad violadas en el esclavo, visteis poblarse vuestros bosques y praderas con lo más viril de la Europa, hasta haberse dicho con justicia que "un día ordinario de trabajo de los Estados Unidos vale por todas las entradas triunfales de la antigua Roma."[2]

Para nosotros las fuentes y sus raudales fueron, en lo institucional, los estatutos hispanos, estatutos de una nacionalidad que, tras ocho siglos de incesante esfuerzo épico, acababa de nacer al amparo del Dios que había peleado sus batallas contra el infiel, y del Rey, que simbolizaba la unidad de la Patria: en lo social: la burocracia peninsular gobernante; los criollos, descendientes de españoles, pero destituídos de función política, y el fondo poblador, sumiso o esclavo, formado por el residuo aborígena, los forzados de la trata y los híbridos de todas esas gentes. Cuanto a lo ideológico en la flor de la juventud criolla, las doctrinas del siglo décimo octavo y en la masa, las supersticiones de las selvas de América y del Africa, modificadas por el catecismo del Santo Oficio.

El conquistador, argonauta en pos del vellocino y cruzado apóstol de su fe, nos dejó la fecunda rebeldía de su individualismo, su campal rudeza autoritaria, la aureola del espíritu caballeresco y,

[1] Santiago Pérez (colombiano). [2] *Idem.*

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cuando la tierra fecundada por él dió su propia simiente y acendró en ella, conforme a cada vario grado de sazón espiritual, aquellos vicios y virtudes, quiso el criollo con heróica temeridad el predominio de su querer y en porción completa de cielo y suelo desde las Pampas al Avila y del Caribe a los términos de la América hispana. Cuando lo alcanzó en porfía que en cierta vasta zona ardió hasta por catorce años, encontró que, dentro de la indecisa unidad nacional forjada por la independencia, florecía en caudillos la vieja semilla individualista y se iniciaba la pugna feudal por el gobierno, pugna que obstó la evolución económica y restó por muchas décadas un mundo al movimiento del progresso.

Por manera que, en el Norte, los libertadores fueron meros agentes de la voluntad de sobre tres milliones de anglo-sajones que habían resuelto montar casa aparte y propia; mientras en el Sur una escasa minoría, que aspiraba a reemplazar a Fernando VII en la explotación del vasto feudo americano y una amorfa masa servil son el rudo instrumento, indócil y renuente, de la voluntad libertadora. Acá la emancipación es remate lógico de un proceso de segmentación y los hombres que realizan esa obra impersonal son, en suma, accidentales y episódicos; allá la obra fue socialmente prematura y, en consecuencia, personalísima. Las individualidades que la inician y rematan son esenciales y creadoras. Tienen que encerrar dentro de los términos fulgurantes de la epopeya el lento proceso, apenas entonces esbozado, de formación de la nacionalidad. Por eso a la independencia del Norte basta un héroe ejemplar; en tanto la del Sur requiere uno incomensurable y sin ejemplo.

Ha de recordarse que para intentar la redención de la América Española había que divulgar el pensamiento nuevo desde Méjico a Buenos Aires, a despecho de la lejanía y de la Santa Hermandad y sin fiarlo todo a la sola virtud de la perspicuidad de las ideas. Hubo un joven, de rango y opulencia, en la expedición hispana que, al par de la francesa, vino en ansia de teñir con su sangre las rojas listas de vuestra bandera y de encender, con chispear de aceros, las pristinas estrellas de su azul. De aquí, donde estrechó la mano de Washington, llevó la sed que devoró su vida; sed de libertar el resto de la América. Y aquel misionero, rancio castellano en su fe de niño y en su abnegación caballeresca, de paso y como parte de su tarea de precursor, fue General de la primera República francesa, legó a la gloria el cuidado, que ella tuvo, de inscribir su nombre

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en la más egregia piedra triunfal de Francia y, sin que un punto lo abandonaran ni lo terco del propósito, ni el constante regalo de la adversidad, inició en logias fundadas por él en Londres, Cádiz y París a los hombres que debían propagar el Evangelio de la Revolución, desde Chile al Golfo Azteca; armó su primera infeliz expedición en la ciudad de Baltimore; comandó en brevísima campaña infausta el primer ejército de Venezuela y cuando en todo el continente meridional se emprendía a un tiempo la jornada en anticipación de la cual había consumido él fortuna y reposo en treinta y más años de esfuerzo, cae devorado por su propia creación, cargado de innobles hierros, asombrando al Destino y a la Merte con la imposible altivez de su menosprecio.

Cuando cayó el Precursor quedó en pie en la muchedumbre pobladora, sierva más que del amo de su propia tiniebla interior, la instintiva indiferencia por el cambio de señores a que se la convidaba y en los militares, que aspiraban a dominarla, cundió la indisciplina. Había que crear ejércitos y nacionalidades con aquellos elementos y que hacer campaña durante once años por entre el hálito del trópico, salvando riscos y montañas practicados acaso apenas por el indio, y que destruir una y otra vez con escasa gente bisoña cerradas huestes veteranas, hasta crear, en una haz de millones de leguas, cinco nuevas soberanías y había que adecuar normas de justicia a aquel dilatado caos. Mientras los discípulos del Precursor emprendían la jornada en el sur, otro joven de hacienda, pergaminos y visión llega a Cartagena de Indias inerme, derrotado, impecunio, y se anuncia con estas palabras: "Milagrosamente escapado a las ruinas físicas y morales de la infeliz Caracas, vengo a traeros la libertad." Desconocido al principio por indómitos u obscuros émulos; a la postre O'Higgins y san Martín, libertadores del Sur, consideraban a honor servir bajo sus órdenes, y Lafayette, al presentarle una reliquia de Washington, le escribía: "No a otro sino a vos, entre los hombres que viven, y aun entre todos los de la Historia, hubiera preferido ofrecerlo mi paternal amigo." Era que tras once años de triunfos y reveses portentosos pudo decir a sus solados y les dijo: "Habéis dado la libertad a la América Meridional y una cuarta parte del mundo es el monumento de vuestra gloria. . . . La causa de los derechos del hombre ha ganado con vuestras armas su terrible contienda contra los opresores." Desde 1815 había predicho el curso de la evolución de las naciones hispanoamericanas y tuvo siempre la

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"esclavitud por la infracción de todas las leyes"; la "igualdad por base sin la cual perecen todas las libertades," y por "gobierno más perfecto aquel que proporciona la mayor suma de bienestar, de seguridad social y de estabilidad política." Juzgó que "Moral y luces, son los polos de la República" y que el equilibrio había de buscarse en "moderar la voluntad general y limitar la autoridad pública." En las constituciones que recomendó se proponía mantener este equilibrio mientras se realizaran tras varias generaciones, "por la inmigración europea y la del Norte y por la escuela gratuita una metamorfosis en los pobladores" y surgiera "por una nueva casta de todas sus razas" la homogeneidad del pueblo y la capacidad para el ejercicio de la democracia. A fin de resguardar las naciones creadas contra amagos de la Santa Alianza y de futuros riesgos, convocó a las Repúblicas del hemisferio a crear el aficcionado de América, en Panamá, cuyo mayor objeto era el de "arbitrar medios de mantener la paz en lo futuro entre las naciones americanas entre sí y con el resto del mundo."

Y cuando cayó el Grande de la América, devorado por su propria obra, remató, con el consejo de "Unión, unión" a los pueblos de Colombia, el credo mesiánico de este hemisferio, credo, que, en cuanto a la porción española toca, nació, como veis, en la aspiración de Francisco de Miranda y cobró amplitud continental y alma que *forse non morra,* en la obra y palabra de Simón Bolívar.

Eliminado el dominio español sobrevino el período feudal. Donde la lucha emancipadora fue más breve, más homogéneo el fondo poblador, más concentrado el núcleo dirigente, robustos centralismos u oligarquias emprendieron la tarea reconstructora y, donde el clima atrajo el elemento europeo simplificaron los problemas la inmigración y el comercio y el progreso fue más acelerado y rítmico. En la medida en que fueron más adversos aquellos factores se prolongó la gresca y greña por la explotación de las peonadas, que todos convenían en llamar pueblo y que no tenían más cohesión entre ellas, fuera de la costumbre del suelo y de la convivencia, que la del tributo pagado en especie o en faena corporal al exactor, o en sangre, por el reclutamiento, al recaudador en ejercicio, o al que pretendiera relevarlo.

Del espanto de aquellos abismos vienen estos pueblos hambrientos y sitibundos de libertad, con la fe de que os hablaba hace unos instantes; fe no solo inextinta, sino tan firme que es como la en-

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traña de su vida intelectual, y el fervor con que se la ama, proporcionado a lo que por ella se ha sufrido, crece con lo tremendo del sacrificio. Si algún ejemplo fuere menester, sea permitido citar el de aquel país que, por sobre todos los demás, abrió campo a la doctrina libertadora en las tierras del Sur y la armó con la espada de la victoria: Atalaya del continente meridional, celado del Océano por los restos de la Atlántida y primero en revelar al gran Almirante la Costa Firme de la América, país en cuyo suelo la leyenda situó un tiempo el Dorado y señaló más tarde la Historia las cumbres donde el mito forja los dioses: Venezuela, la que de su Caracas dió a Miranda, a Bolívar y tanta ofrenda más, cual los Cristos bajo sus cruces, jadeó y flaqueó durante generaciones al peso del holocausto. Por eso en el fondo leyendario de la cociencia de los hispanoamericanos, en la inspiración de sus poetas, en cuanto expresa y refleja su espíritu, vive la creencia de que es función histórica, casi diríase función cósmica de la América, tender al advenimiento de una era de Derecho y ponerse al servicio de su realización dentro de la sórdida realidad de la vida internacional que desató el reciente diluvio de sangre aun no estanca; vida que consideran paralela a la feudal en cuanto tiende a ser brega de caudillos y oligarquias por el predominio en la exacción y recaudación del tributo del planeta.

Y ocurre pensar qua cuando toda esta aparente vaguedad milenaria flota como el espíritu del porvenir sobre las naciones, cuanta agencia promueve el acercamiento espíritual de los pueblos de América, promueve el bien del mundo por la mera conjunción de simpatías y fuerzas que sólo el calificativo de americanos comprende y explica. La más sutil y activa de estas agencias de confederación moral es la propagación del idioma entre pueblos de habla diversa e identidad de supremos intereses comunes. Porque el lenguaje, como cosa viva que es, lleva en sí la vibración del conjunto humano que lo habla, y al revelar su pensamiento y su aspiración, por sus anales y letras, revela con el evangelio de la palabra fraterna tras el erizado celemín de las fronteras, tantas veces relicarios de odios la íntima luz de aquella otra conciencia amiga, la lumbre de aquel otro hogar humano y queda hecha la comunión por la empírea alquimia psíquica a que aludió Pascal cuando dijo "que el corazón tiene razones que la razón ignora." Y por eso quienes hermanan no son los políticos, es decir, los de profesión y regla, no los de excepción, así ejerzan dentro o fuera del predio, sino los maes-

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tros, que no merecen nombre de tales sino iluminan sendas de libertad y harmonia. Y es que aquella suerte de políticos, ni habla en realidad sino el dialecto de su mundillo de intereses enemigos de los del vecino; dialecto de un mundo hechizo enquistado en el mundo real del dolor, el amor y la esperanza de los hombres; ni se ingenia por descubrir mas alma en los pueblos, sino aquella picaresca y mercenaria del Licenciado Garcías, desenterrada según Gil Blas en el camino de Peñafiel a Salamanca; de ahí que apenas si alcanzan a crear asociaciones transitorias y falaces espejismos de cohesión amiga: Hermanan y fundan sobre ejes adamantinos quienes revelan la májica transmutación de valores que introduce como a casa propria, en América, al devoto del excelso Lincoln en la capilla donde tiene altar Sucre el inmaculado; y descubren el templo que abriga entrambas aras y junta en su dombo el incienso que de ellas sube, cual homenaje de común reverencia a la misma deidad tutelar y redentora.

Misión de libertad trajo a esta tierra a Lafayette, el cruzado, y a Miranda, el catecúmeno, que de aquí llevó la chispa con que sus discípulos difunderion el incendio acrisolador de 1810. Lafayette y 1776 no fueron ajenos a la conflagración de 1889. Sarmiento, el sembrador de la luz y la cultura creadoras de la Argentina contemporánea, fue de entre vosotros de donde llevó al magnífico solar paterno el secreto de vuestra escuela primaria; la palabra del maestro venezolano Andres Bello fue como quilla de la mente chilena que, en sus lineamientos, pareciera emular los de sus Andes. De la suma de todas esas misiones laicas resultó la conciencia de esta América, que ha sido desde su aparecimiento influencia predominante en los rumbos de la evolución humana; y los verdaderos iniciadores de la campaña interrumpida por el Tratado de Versalles, fueron los apóstoles que en Bunkerhill, en Maipú y en Ayacucho rompieron todo posible equilibro entre las viejas instituciones rapacísimas y las pautas de libertad y respeto a lo ajeno que reclama la América.

Nunca fueron esas misiones más precisas que en la crisis que nos agita. Las doctrinas del siglo XVIII, vencedoras de la reacción medioeval, han dado su floración de repúblicas sobre el vasto cementerio del derecho divino y surje ahora del perpetuo hervidero del progreso el fermento de las ideas cooperativas del siglo vigésimo, nuncios de aquel aun remoto futuro igualitario y fraterno ansiado por los reformadores franceses, por vuestros cuáqueros y por el

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Hijo del Hombre. Pero otra vez el choque entre los extremistas amaga soliviantar y romper la obra de las fuerzas constructivas de la especie. El sistema que ha aniquilado todas las antiguas civilizaciones y amenaza la presente, es el de odios y codicias que lanza unas clases contra otras unas contra las otras a las naciones y, se afirma de continuo, que la última palabra de la sabiduría es declarar inalterable aquel régimen, porque los instintos ferales y rapaces son ley fatal de la sociedad y la vida, y parte misma de la naturaleza y sér del hombre. Si ya en otro orden de investigación creyó descubrir el sociólogo Ferri síntomas de arterio-esclerosis en el organismo judicial; esta negación de aptitud para el progreso moral, esta asimilación del hombre a las demás bestias de presa, pareciera señal clara de peores desórdenes en la mentalidad y conciencia de las sociedades que tal declarasen.

En esta porción del planeta, donde está consumándose la metamorfosis étnica prevista por el Libertador, se atribuye a la ciencia, no a la garra, el destino de la humanidad. De la fusión y afinamiento de cuanta variedad de los hombres puebla la tierra, surge, a la caricia de todos los climas, pletórica de savia nueva y de proeza y virtud adolescentes, una raza americana que, no por pacto con Mefisto, sino con la libertad, es primavera de los siglos y es juventud del mundo. Sostiénese que si pudiera hacerse concurrir lo más generoso del espíritu de todos los pueblos y sus mejores cerebros a desatar el nudo de la producción y distribución de los frutos de la naturaleza y de la industria por modo que, sin esfuerzo agotador, a todos alcance y baste, se disiparían los presagios de tormenta que están arremolinándose sobre la civilizacion, y es el caso que, en la gente americana, se realiza esa concurrencia del genio de todas las razas, cual en foco y vértice del arte y la ciencia que han de proclamar como fácil prodigio el secreto de multiplicar los panes hasta colmar el ansia de todos los hambrientos.

Las viejas doctrinas condenan lo porvenir a ser simple reflejo del pasado, inútil trabajo de sangre y miseria por llevar la roca a lo alto del monte, para verla despeñarse en tumbos de muerte y estrago. Conforme a esas doctrinas ha de trasladarse a este continente el teatro del despojo y el campo de carnicería de todas las razas de los hombres. En la noche de esta catástrofe, tras los esplendores y sombras del más siniestro de los crepúsculos, la urdimbre deshecha y ultrajada de la cultura greco-latina tejida en tantos siglos pasaría

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al Oriente, cual miserble trofeo de la trájica incapacidad del mundo cristiano para la vida del Derecho.

Las nuevas doctrinas viajan en alas de otra fe: al cuervo carroñero del Arca, prefieren la colomba de un nuevo Paracleto. Los misioneros de la palabra que, con la propagación del idioma, estimuláis, por el comercio intelectual, la mejor comprensión del leal y fraterno espíritu de los pueblos, abrís caminos de luz a las democracias de América para revelarse a si mismas lo íntimo de la comunidad continental realizada en un credo que a todos salva y a ninguno daña, y lo inconfundible de la identidad de su función y responsabilidad históricas en promover, siquiera sea con el mero ejemplo, la amiga cooperación de los pueblos del otro lado de los océanos.

A esa luz descubriríamos todos que mitad de la tierra habla un idioma único, del cual son aladas lenguas simbólicas las veintiuna banderas de sus democracias, y que la misión de cuantos la amamos es propagarlo; entonces la campana sagrada de Filadelfia podría anunciar la hora de una nueva edad del mundo, no angélica, pero no bestial, y el pujante entusiasmo de estos hombres de las Américas, encendedores de estrellas, realizaría la deslumbradora visión boliviana de una América: "sentada en el trono de la libertad, coronada por la gloria, empuñando el cetro de la justicia, que sirva de lazo, centro y emporio a la familia humana y muestre al mundo antiguo la majestad del nuevo."

C. ZUMETA

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"TUMEFACTION" IN THE STUDY OF SPANISH

[A paper read at the Third Annual Meeting of the American Association of Teachers of Spanish at Washington, D. C., December 27, 1919.]

The title of this paper is taken from a phrase occurring in an article by Professor Ernest H. Wilkins, of the University of Chicago, printed in the Bulletin of the New England Modern Language Association. He says, in part: "What then of Spanish? I have both knowledge and love of the Spanish language and literature. I have taught Spanish for years. I have the happiest memories of Spain. And yet I deplore the increasing tumefaction of the study of Spanish in this country. That Spanish should be widely studied I agree; but that it should be studied in such overwhelming numbers is but added evidence to the old indictment that we Americans see only that which is at hand. That Spanish should be studied for its literary value I agree, but I believe that no sane critic who knows the several European literatures would rank Spanish literature with Italian or with French in universal value. That Spanish should be studied for its commercial returns I agree, provided that it be studied in commercial courses; that Spanish should be studied by tens of thousands in our high schools and colleges for the sake of its money-making value I deplore" (*who would not? but is that why they study it?*), "both because the motive is one that should not dominate study in such schools, and because the promised gain is so largely illusory. Not one boy in fifty of those who crowd the Spanish courses will ever be a *perra chica* the richer for his work."

"Is it well," he says elsewhere, "that 3,000 students should be studying Italian and that 200,000 should be studying Spanish?" After a plaintive repetition of the query, he goes on, "My answer is, 'No.' It is not well that only 3,000 American school and college students should be receiving what Italian has to offer, and it is not well that 200,000 American school and college students should be devoting themselves to the acquisition of what Spanish has to offer. I do not mean that the study of Spanish is in itself undesirable; far from it. I do mean that the enrollment of such masses in Spanish, when the curriculum is full of courses urgently needed for the development of the student, is not justified

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by the extent or quality of the Hispanic contribution to life. I am not attacking a language; I am attacking an excess."

He then quotes a number of teachers, all anonymous, in support of his argument; presents figures from England, whose language problems are quite distinct from ours; and concludes his paper with a plea for the artificial restriction of Spanish and "forcing" of Italian in these words: "I believe that the time has come in the college world when Italian should be deliberately developed and Spanish should be deliberately checked. If you are a college teacher of Romance, and admit the justice of my argument, will you not, by advice and control of registration, in the manner indicated in the early part of this paper" (*in plain words, by propaganda for Italian and refusal to permit all the students who wish to study Spanish to do so*), "help to rectify the situation in your own college?"

He goes on: "As for the schools, I think the time has come when Spanish should be deliberately checked, in favor chiefly of French and of non-linguistic subjects. I believe, too, that the time will soon come when Italian should be widely taught in secondary schools; but I do not advocate an immediate general introduction of courses in this subject, since we have at the present time neither an adequate supply of trained teachers nor an adequate supply of texts for secondary instruction. If, then, you are a school teacher of Romance, and admit the justice of my argument, I suggest that you help in such ways as these: by developing a general interest in things Italian; by advising those of your pupils who go to college to take Italian courses there; by preparing yourself through reading and study, for the teaching of Italian. I warrant you that such preparation will in itself bring you a sufficient reward.

"In the name of Wisdom, in the name of Skill, in the name of Fellowship, let us give to Italian its high and rightful place in American education."

To the last paragraph we breathe a hearty "Amen." As to the others, the readiest answer to Professor Wilkins' plea that occurs is an observation that applies not only to the subject in hand, but to life in general. Despite Teutonic philosophy, one man's prosperity does not necessarily mean another man's failure, and the only way to success does not lie over the shoulders of one's fellows. Dr. Wilkins' plea for the study of Italian, if divorced from his plaintive appeal for the restriction of Spanish, is one to which all modern

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language teachers can subscribe and to which I believe all Spanish teachers do heartily subscribe. The Spanish teachers of this country believe in the cultivation of all modern languages, even German, for those who can profit by its study, but they do not agree that it is necessary artificially to restrict Spanish in order to foster the study of any other language. Indeed, I am sure that Professor Wilkins himself would be the first to admit that the coupling of these two questions in his paper is unfortunate. For one thing, he overlooks entirely the fact that many students study both French and Spanish, and that the elimination of Spanish would not mean any substantial increase in French, which is now being studied by the greatest number of pupils in its history, but an increase in German, which students would be compelled to choose as their second language. He himself admits that the facilities in Italian are lacking; what else is left but German? The practical result would be the restoration of German to its old position of domination. Is this what Professor Wilkins desires? I think not; indeed I know it is not. Professor Wilkins was my own Italian teacher as a college undergraduate, and I number him among the few great teachers that I have had. He is recognized as a sound scholar. The most charitable explanation that can be offered for this illogical confusion of two distinct questions is that his own great—and justified—love for Italian has led him to assume a manifestly partial, perhaps slightly jealous, attitude, which upon sober second thought I am sure he finds unsound and untenable.

The weak points in his argument have already been pointed out by Professor Northup in HISPANIA for October, 1919, pp. 204–5, and very intelligently and forcibly refuted by Mr. Juan C. Cebrián in HISPANIA for February, 1920, pp. 5–9. I have little to add to those excellent comments. I do wish to point out, however, that any such artificial restriction as Dr. Wilkins advocates would be an attempt to control the intellectual progress of the American people by artificial provisions. Such an attempt has never succeeded with the English-speaking races. The English language has grown and developed along natural lines, not along the lines of scholarly or pedantic theories. We have had a striking example of the futility of artificial attempts to control the development of American intellectual interests in the frantic efforts made to save German in the schools at the time of our entrance into the war. Despite the

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pleas of scholars, teachers, professional men and scientists, including such men as ex-President Taft and Commissioner of Education Claxton, despite all the arguments cleverly presented by its supporters, German *went* from our schools because the bulk of the American people were convinced that some of its advocates had sinned against this country, and would have no more of it. The proposed artificial restriction of Spanish is therefore not only impracticable and futile, as all such attempts at artificial restriction must necessarily be in a progressive, Anglo-Saxon country, but it is undemocratic and in its essence oligarchical and un-American—an attempt by the few to determine what is good for the many.

The decline of German following the declaration of war left a gap in the schedules of thousands of American pupils, of which other subjects were not slow to take advantage. Italian, Latin, Spanish, and non-linguistic subjects had an equal opportunity to profit by this vast number of new students, but the bulk of the former German students, or those who were potential German students, turned to Spanish, and for good and natural reasons.

No one but the ignorant or intellectually dishonest can deny the worthiness of Spanish to hold its present position in American education. Mr. Cebrián has very clearly shown this fact. It is needless for me to point out its cultural value—that has never been questioned by any broadly educated man. Nor is it necessary for me to produce figures showing the population of the various countries where Spanish is spoken, their foreign trade, their wealth, etc. These claims of Spanish are accepted by all who have made a sincere investigation of the subject, and they have been summed up in convenient form in Professor Fitz-Gerald's remarkable pamphlet, "The Importance of Spanish to the American Citizen," and other articles. The growth of Spanish was inevitable, war or no war, and its position as the leading modern language of America was correspondingly inevitable. The sudden drop in German merely hastened the process; it was a *contributing*, not a primary, cause. Spanish is and must remain the first language in American schools for purely natural reasons, which have nothing to do with discussions as to whether Cervantes has contributed more to the happiness of the world than Goethe, or Blasco Ibáñez more than Sudermann. Such a natural advantage cannot be checked by artificial means or argued away by *ex parte* pleas. The Western Hemisphere is divided

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between an English-speaking and—in the main—a Spanish-speaking race. Its destinies are distinct from those of Europe—a truth that our recent experience in international relations is impressing upon us ever more strongly. Our ultimate fate, whether we like it or not, is bound up with that of our sister republics of the other Americas, and Americans of vision must see that it is to our advantage to know and understand those upon whom we must rely for coöperation and support in the future.

We can gain a sympathetic understanding of these co-workers of ours in no better way than through a study of their psychology, their temperament, and their civilization, which can best be made through the medium of their language and their literature. Dr. Wilkins' remark about the commercial appeal of Spanish may be more or less true. Not one pupil in ten will ever derive any direct material advantage from the study of Spanish *or of any other foreign language*. But, thank goodness, in spite of certain discouraging signs, direct material advantage is not the primary aim of American education—if it were, upon the basis of comparative financial returns we should educate all our sons to be trainmen, shipyard workers, bricklayers, or plumbers, rather than lawyers or doctors or, especially, teachers!

For the average student, the great advantage of the study of a foreign language is that it is broadening and cannot be carried very far without a realization that nations, like individuals, differ in gifts and faculties, in psychology, and in temperament, but that differences in race-psychology do not necessarily imply the superiority or inferiority of one race to another. It is impossible to study the language and literature of another people without gaining an insight into its nature. If it is not a sympathetic insight, if our increased knowledge does not bring increased liking, at least our dislike is based upon sound knowledge, not vulgar ignorance or prejudice.

Such a knowledge of Hispanic-America can be gained from a study of Spanish and its sister-tongue, Portuguese. The American who knows Spanish can be of great assistance to his own country in helping to solve the problems which are continually arising in connection with our relations with Hispanic-America. Politically, intellectually, commercially, socially, North and South America are mutually dependent, and must inevitably continue in that relation. Since we cannot change our geographical and historical position we must accept this status, and do all that we can to cultivate friend-

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ship, coöperation, reciprocal trust and confidence, so that we of North and South America may know and understand each other better. That our confrères in Hispanic-America realize this need for mutual understanding is evident from constant expressions of opinion, and from the vastly increased interest in English in those nations, in some of which English is now a required subject in secondary schools. (Cf. Professor Fitz-Gerald's article in HISPANIA for May, 1919.) For example, Dr. J. B. Zubiaur, a distinguished Argentinian educator, said in a recent paper on "American Educational Solidarity" (*Solidaridad Educacional Americana*, Buenos Aires, September, 1919): "To guarantee American, and to prepare for human, unity, our language must be bi-lingual, that is to say, we must speak Spanish and English."

Further evidence of the interest of Hispanic-Americans in English is easy to find. The University of Washington and the University of Chile have inaugurated an exchange of professorships, and the University of California has sent Dr. Chas. E. Chapman to the University of Chile in furtherance of a similar arrangement. Extensive plans are also now under way for the interchange of students and teachers between Hispanic-American and North American institutions.

So much for "tumefaction" in Spanish.

Another attack, or the same attack under another epithet, "nimiety," has been made on Spanish in a paper written by Dr. Chas. F. Wheelock, Assistant Commissioner in charge of secondary education in the State Education Department of New York State. This address, under the title of "The Modern Language Situation," was read last year at a meeting of the New York High School Teachers of German by Dr. Wm. R. Price, State Specialist in Modern Languages. After a paragraph protesting the disinterestedness of the author and laying claim to freedom from pleading "*pro domo sua*," the writer proceeds:

"The need for the study of Spanish in this country has been urged on three grounds: commercial or utilitarian, for linguistic discipline, and for cultural reasons. Undoubtedly there is some basis for urging the study of Spanish in our high schools, junior high schools and colleges, but it is vulnerable to the criticism of *nimiety*, or *too-muchness*. The enormous influx into Spanish classes in this city (New York) is evidence that the study is being under-

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taken by thousands of pupils who will get no adequate returns from it. He is a bold man who will claim that Spain ranks with England, France, America, or Germany in any element of greatness. Its literature is far inferior to that of Italy. The average educated Englishman, American, German, or Frenchman credits Spain with only one great author—Cervantes—and only one great work—Don Quixote. Even in the novel, the only branch in which Spanish enthusiasts dare laud its contemporary literature, Spain is inferior to Russia. And what will it avail our American youth to enter into competition with Germany in the Spanish-American trade—admitting, for the sake of argument, that they will do this—unless, first, they really learn Spanish as the German commercial men are accustomed to learn it, and second, unless they also have German at their command? Is anyone in this country so simple as to imagine that the German agent in South America will be ignorant of English if he has to compete with England or America in the South American trade? On the contrary, he will know both English and Spanish perfectly, so as to match and overmatch every trick of the trader. If America overlooks this phase of the matter in preparing for the trade of her South American neighbors, she will be driven from the very markets she is seeking within a generation of the conclusion of peace."

The final paragraph of the address is also of interest. It is as follows:

"Not even on commercial grounds can Spanish be allowed, with impunity, to displace German, except on the assumption that Germany and the Germans are to be utterly destroyed as a nation; while the claim of Spanish over French in our schools is little short of criminal in view of the ties that bind us to France now and forevermore."

As the author expressly denies that he is a specialist in the field, we may disregard his misleading and ridiculous assertions as to the relative worth of Spanish, including his statement that even the Spanish novel is inferior, a manifest misinterpretation of a statement by Wm. Dean Howells. His disclaimer of authority makes it unnecessary for us to answer him. His remark, however, that German will be necessary equally with Spanish in gaining South American trade is open to question on logical grounds. We are in hearty accord with his belief that the German commercial man "will know

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both English and Spanish perfectly, so as to match and overmatch" the American trader. In fact, we may be sure that he will know everything that will aid him to "match and overmatch" anybody or anything—any time or anywhere. But the argument that an American commercial man cannot succeed in competition with German commercial men for Spanish-American business with English and Spanish as his sole linguistic equipment is about as logical as claiming that the reputable physician must not only know his own science and how his patient will react to his treatment, but must also study the methods of the faker and quack, so as to meet him on his own ground, lest he be "matched and overmatched" by the latter.

The intimation that an attempt is being made to replace French by Spanish in our schools is wholly unfounded. The majority of teachers of Spanish also know and love French, although they have, like all sincere lovers, been careful not to lay themselves open to the charge of "protesting overmuch." Moreover, a great number of our students of Spanish have become interested in the subject through French, or in French through Spanish. Nearly everyone who acquires one foreign language desires to use it as a stepping-stone to further acquisitions of the same nature, and because both are Romance languages the relations of French and Spanish and of French teaching and Spanish teaching in this country have been remarkably close and sympathetic from the beginning. Neither French nor Spanish can lose by any increase in the number of students studying the other. Their progress is inter-dependent and inter-related.

The statement that Spanish cannot be allowed even on commercial grounds to displace German is on a par with the common assertion, of which Professor Wilkins has also unfortunately been guilty, that Spanish belongs only in commercial courses, a statement usually made by people who at the same time claim that even there it does not bring an adequate return. This, of course, is an indirect slur on the linguistic and literary claims of Spanish, and at the same time shows a misapprehension as to the nature of any language study. It is impossible to study any language purely as a commercial subject, just as it is impossible to study English as a purely commercial subject. In the words of Hon. Andrew J. Peters, Mayor of Boston and formerly Assistant Secretary of the Treasury, in a letter to the New York Evening Post, "I believe emphatically that

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there is no such thing as commercial Spanish; and I cannot understand how the expression 'Spanish for commercial purposes' can mean anything but commercial Spanish, which does not exist, as there is no such thing as commercial English or commercial French, and so forth. The fact that closer commercial relations make imperative the study of a foreign language does not change a bit the nature of the language. As a fine French scholar said lately in Pittsburgh at the last meeting of the National Education Association, 'There is no difference between the language needed to buy merchandise and the language used to propose to a girl.' The sentences are built up just the same, and the existence of some dozens of technical words related to certain branches of human activity does not make a different language."

It is impossible to separate a language into literary and commercial elements, simply because no language is used in precisely that way. It is an absurdity to attempt to learn any language from but one angle; it must be studied as a whole.

The futility of any attempt to counteract the natural advantages of Spanish, which may be summed up in the word "propinquity," should be evident to any reasonable mind. Unfortunately, aside from sincere critics like Professor Wilkins, we are not dealing with reasonable minds, but minds excited by self-interest and embittered by disappointed ambitions. Save for the few sincere critics, most of the attacks on Spanish come from disgruntled ex-German teachers, some of whom actually teach Spanish for a living. We all remember the conditions which arose when German suddenly crumpled and numbers of German teachers found their livelihood slipping from their grasp; how they turned to French and Spanish for their daily bread, and how, unheeding the adage, "Don't bite the hand that is feeding you," a few of them have lost no opportunity to injure and decry them.

Lately these indirect critics have seized upon the "tumefaction" charge and hail with glee the support of men like Professor Wilkins, who are our natural allies, but who have allowed themselves to become the unwitting tools of propagandists for German. If the so-called "tumefaction" of Spanish is really tumefaction, if it is unjustified, if it ever should become an incubus or a menace to the American people, the people can be trusted to deal with it as adequately and summarily as they dealt with the "tumefaction" and

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"too-muchness" of German, but it will be the American people, not disgruntled ex-German teachers, or anyone else with an axe to grind, that will determine the extent of the evil and prescribe the remedy to be applied.

In the meantime, the cut-throat tactics adopted by these gentry, with typical obtuseness, must inevitably lead to the elimination of all language teaching in American schools. The Spanish teachers of the United States wish other languages to succeed and believe that the prosperity of one means the prosperity of all. Most students of modern languages, as I have said, are not content with acquiring but one foreign tongue. The various languages are not mutually exclusive, in other words. The growth of Spanish will lead to a similar increase in interest in related subjects. What Spanish teachers decry is the shortsighted, insincere, "*pro domo sua*" attacks upon their subject. Sincere critics will attack not the numbers of students studying Spanish but the wretched teaching of Spanish perpetrated, among others, by some of the ex-German teachers who have flocked into the Spanish field.

To conclude: The friends of Spanish must realize that any attempt artificially to limit Spanish instruction can only result, as a practical matter, in the restoration of German or the growth of some non-linguistic subject which is a menace to the existence of the whole language group. Let them not be misled by the plea that such restriction will benefit Italian or French. There is no competition among the Romance languages, and never will be if Romance teachers will only refuse to let themselves be made catspaws of Kultur. How long does anyone suppose that the leaders of the highly organized German teachers of the country, with their numerical control of the various modern language associations, will continue to shout for French or Italian if they see an opportunity to restore German to its old dominating place?

In my opinion, the time has come for the former German teachers of the country to repudiate these trouble makers, these misrepresenting and unrepresentative spokesmen, and to accept the inevitable, realizing that, harsh as it may seem, the sins of the few, for which they are in no wise responsible, have made it impossible for German ever again to be the dominating foreign language in American education. That position has been yielded, permanently, to the Romance languages. It is for the German teachers to show

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that they are what we believe the majority of them to be—100 per cent Americans and 100 per cent American educators, willing to join us in our determination that all language study shall be impartially fostered and protected, and that never again shall the study of any foreign language, *Spanish included,* be used as an instrument of propaganda by *any* foreign nation.

The Spanish teachers wish to be friends with their colleagues in the modern language field. They are willing to let Spanish stand on its own feet, satisfied that its claims, when investigated, are so evident as to need no advocacy. They will rejoice to see all other useful foreign languages studied, under proper conditions, in American schools and colleges. But they are heartily sick of unjust, unfounded, jealously inspired attacks, open or covert, and mean to combat them in the future with every ounce of their strength, whether the attackers be real enemies or merely pusillanimous boot-lickers and notoriety-seekers from among their own number.

Of one thing we may be sure: the mistakes of the past will never be repeated. Never again will an attempt to deprive American children of their English language-consciousness obtain the degree of success that it attained with German. Henceforth the American people mean to insist that no foreigner shall be allowed to teach American children unless he has shown a genuine intention of becoming a thorough-going, *bona fide* American citizen or has given satisfactory evidence of a proper respect for American nationality and the English language, which is its strongest support and its essential characteristic.

HENRY GRATTAN DOYLE

GEORGE WASHINGTON UNIVERSITY

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ATTAINABLE AIMS IN TEACHING SPANISH IN SECONDARY SCHOOLS

[A paper read at the Third Annual Meeting of the American Association of Teachers of Spanish, Washington, D. C., December 27, 1919.]

In presenting this paper to such a distinguished gathering of authorities in modern language work it has been my idea to avoid a pedantic discussion of general aims and of high and lofty ideals and to prepare a practical paper based largely on my nine years' experience in teaching Spanish. To do this may avoid the danger of giving skilled and experienced instructors a résumé of something which has become second nature to them, but it entails the risk of offending lovers of a language noted for omitting the subject pronouns whenever possible. However, as I see before me many authors of text-books, and, hovering in the distance, representatives of publishing houses waiting to pounce upon me shortly with praise for texts far superior to those I am now using, I feel sure that you will pardon the personal element so prominent throughout this paper, as it is always safe to fall back on personal experience.

To begin with, of course, the aims to be attained in the secondary school vary with the type of school. It is unfortunate for the educational world that there exist so many so-called cramming schools where the sole object of teaching is to get boys and girls into college. For, in such institutions each subject is given a mathematical value, based on the number of points credit given it by the college entrance requirements. If the student can be prepared to pass the Spanish examination he is credited with two points and the language is considered of no further value. With such institutions I am not at present concerned, and to them we must never look for encouragement in the matter of creating a feeling for Spanish as a subject of educational value.

Leaving out of consideration the cramming school we may divide the secondary schools which offer Spanish into two classes—those which really prepare students for college and those which prepare them for business careers. In both these divisions the work of the first two years might well be identical, and hence the aims to be attained in the elementary courses are identical. Having had ex-

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perience in schools of each type I shall try now to give an idea of aims I have seen attained in a school of the second type, where the teacher does not have hanging over him the college entrance requirements and is able to devote more time to oral work and to training the student to get some practical speaking command of the language. There exist schools in this class which offer a three or a four-year course, at the end of which the student, while not assured of a complete mastery of the language, is nevertheless prepared to apply his knowledge so as eventually to meet any demands that may be made upon it. Graduates of such institutions may be found today occupying positions of growing importance obtained originally because of their knowledge of Spanish. The demand for young people so trained far exceeds the supply, and teachers who are helping to train students for such work are doing something of tremendous practical value.

Three vital aims in the work of the first two years, as pointed out so clearly in the syllabus of minima for modern language requirements adopted by the Board of Superintendents of New York City, should be:

First. To secure an accurate pronunciation of the language.
Second. To give thorough drill in the elements of grammar.
Third. To develop the ability to read, write, and speak the language in its simpler forms.

These aims must appeal to all of us as absolutely essential, and the only questions upon which we might differ are as to the pronunciation to be taught and the amount of time to be devoted to each aim. For a time the writer was inclined not to favor the Castilian pronunciation because the future dealings our students might have would be practically all with the Spanish-American countries, and it seemed wise to adopt the pronunciation used by those with whom we would later come in contact. The fact that Spanish America has no single standard of pronunciation, however, and that the Castilian is everywhere understood and respected seems to give it the preference, and it is certainly to be desired that there should be uniformity in our teaching of pronunciation.

It seems reasonable that in the first four terms, regardless of the ultimate aim to be sought, the student should have completed his grammar text and reviewed the essentials with much drill on the radical changing, orthographical changing and irregular verbs, and

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on the subjunctive as well as on the object pronouns and the commoner idioms. If any doubt exists in the mind of the teacher, or more likely in the mind of the student, as to the value of a thorough knowledge of grammar as contained in the average text he need but be told of the number of Americans who have lived for years in Spanish-American countries and are still unable to converse in Spanish or to form a complete sentence correctly. Our fellow countrymen in these lands are, as a rule, notorious for their horrible butchering of the language and their utter contempt for a grammatical knowledge of Spanish. If we, as teachers of Spanish, do nothing else than send out young Americans who are able to speak the language grammatically we shall have conferred an immense blessing on our long-suffering Spanish-American neighbors.

The third aim mentioned by President Wilkins in his valuable syllabus, namely, to develop the ability to read, write and speak the language in its simpler forms, must, of course, depend largely upon the individual instructor. In some classes where the so-called direct method is used it is undoubtedly true that marvels have been accomplished. Taken as a whole, however, it has been the writer's personal experience that while Spanish should be used as much as possible in the classroom the teacher must at all times be intelligible to all the pupils, and it is a hard enough task to make clear in the pupil's own tongue the essentials of Spanish grammar.

Starting with common phrases connected with classroom work, conversational drill, based on vocabulary acquired in the early reading, should be gradually increased until in the third and fourth terms at least one whole recitation a week should be carried on in Spanish. Along this line it might be of interest to report a plan adopted by the writer in some of his classes which proved of considerable value. One day in each week was set aside for oral work entirely, and a topic of general interest was assigned to be discussed in Spanish. For this purpose any subject of current interest would do, and the student was to be prepared to state his views on the question. After a short time nominations would be made and a chairman elected to preside over the discussion—all this in Spanish, of course—and the teacher would sit in the rear of the class ready to take part in the discussion. The students, as a rule, showed keen interest, and often three or four would be on their feet at the same time "*pidiendo la palabra*," and the chairman would have his hands full

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giving everyone recognition in proper order. In boarding schools I would suggest an idea I have tried in one school which still continues the plan. It is by no means original and is in use in many boarding schools, that is, to organize one or more tables in the dining room for those students who show the greatest interest in oral work and desire to take advantage of an opportunity to converse in Spanish three times a day outside of class. In high schools and day schools of a private nature Spanish societies are often of considerable aid, and many of us know of the splendid work done in New York and other cities in the way of dramatic offerings by various high school Spanish clubs.

After the first four terms the work must, in most schools, be divided into literary and commercial courses. In the former, modern Spanish novels, plays and poems should be studied, and a textbook on composition covered, and the grammatical material covered in previous terms should be reviewed. As we are chiefly concerned in the secondary school with the language rather than the literature it is obvious that works of modern writers are to be chosen in preference to the classical writings. The ultimate aim, after all, is not mere eye-reading ability, but an understanding of the thought of the author. In upper classes outside reading should be encouraged and, at the present time in many courses extra credit is given for this work. Dictation and composition work naturally form an important part of the work in the intermediate and advanced classes, and every teacher should encourage the student to use the language outside of class as much as possible. Nothing impresses the average school boy more than to hear some of his fellow students conversing in a language which he does not understand, and likewise it gives a boy a thrill of satisfaction to be able to converse, even though slightly, with another student to the amazement of those who have not studied Spanish. In boarding schools the teacher is often able to help the ambitious student who desires outside practice several times a week if only for short periods of time.

In the strictly commercial courses of the more advanced terms, besides covering the work contained in a commercial correspondence text, the student should read texts and use composition books illustrating the life, customs, habits, and conditions of the Spanish and Spanish-American peoples. In these courses particularly, but in every course in every Spanish department it is the writer's firm

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belief that the Spanish teacher should endeavor to enlighten the student on a matter of which he is usually woefully ignorant. Those of us who have lived in any of the Spanish-speaking countries owe a debt of gratitude to our neighbors for acts of courtesy and generous hospitality, and it is an opportunity we must not overlook to inform our students of the culture and spirit animating the Republics which use this language. I am not sure that the American student is weaker in geography than in any other subject, but I recall the boy who thought that Sandy Hook was a Scotchman. He may have been related to the girl who recalled Blasco Ibáñez as the author of the greatest horse story since Black Beauty. It is undoubtedly our duty and should be one of our essential aims to awaken appreciation of the point of view prevalent in the Spanish-American countries and in Spain in such matters as customs, ideals, and the like, and to aid in promoting a better mutual understanding. It is undoubtedly true that we as a people are prone to look upon any other civilization than our own as inferior, and nothing effectual can be accomplished in the way of winning the good will of our neighbors to the south of us until we learn to approach them in the proper attitude. Everyone here must know how irritating it is to our Spanish-American friends to be treated in the patronizing spirit of the superior big brother who is coming to show them why and how they are wrong and we are right in all matters of vital importance. Unless we do our share, which is a big one, in correcting this wrong attitude we are falling down badly and not accomplishing our full mission as teachers of Spanish.

I can add but little in the way of aims to be attained in secondary schools which do not offer a commercial course beyond what I have outlined above except to say a word concerning the reading required in order to prepare students for college entrance examinations. I do not wish to appear too critical of our college friends, but I am absolutely sure that what I am about to say is correct as applied to most colleges and that it will be borne out by the experience of other secondary-school teachers. It is absolutely impossible for our students to do the amount of reading at present required and to digest it properly. Nothing discourages a pupil more than to be compelled to cover an unreasonable amount of reading and to be held unprepared after earnest effort because he has been unable to do work not to be expected of fifteen, sixteen or seventeen-

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year-old pupils. I am at present teaching Spanish to boys who are to take college examinations in June, and I must confess frankly that my only hope lies in preparing them to do so well on the grammar and composition parts of the examinations that they will be able to pass even though they do poorly on the translation part. I maintain that at present the reading required by most of the colleges for the Spanish examinations is far more difficult than that required for French and really comes under the head of an aim which is impossible of real attainment. I believe it worth while, therefore, respectfully to call upon our college friends to investigate this matter and give it their most serious attention.

As I said at the beginning of this paper, my purpose was to avoid a pedantic discussion of obvious details, and it is quite possible that many points which might have been mentioned were omitted for that reason. In closing I wish to give due credit to two of our members from whose writings I have drawn suggestions—our President, Mr. Wilkins, who is now recognized as our leading authority in the teaching of Spanish in the secondary school, and Mr. E. L. C. Morse of Chicago. It might not be amiss to state the writer's conviction that if aims similar to those mentioned in this paper as attainable are to be achieved we owe it to ourselves as teachers of Spanish to correct the false impression prevalent chiefly among former teachers of German and Latin that Spanish is a subject to be mastered in a short time and one which any language teacher can prepare himself to teach in a few weeks. I know of some schools where the instruction in the language is now given by such men with results that can only prove disastrous. I wish to state my personal belief that nobody is qualified to teach Spanish who has not given long and serious study to the language and who is not imbued with a real enthusiasm for it and a genuine love for it for the sake of all its beauty and its educational and cultural value as well as its immense practical worth.

Let us resolve that in setting out to achieve aims worthy of attainment we shall do all in our power to see to it that the teaching is done by men and women proud of their work and capable of presenting the subject as efficiently as it deserves to be presented.

CHARLES P. HARRINGTON

KENT SCHOOL, KENT, CONN.

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SOME ENROLLMENT FIGURES

At the beginning of the present school year, the writer was astonished to discover that the enrollment in Spanish classes in his school (a college preparatory school for boys) had increased nearly 600 per cent, and perhaps more so to notice that French classes had decreased 50 per cent in size. Desirous of finding out whether this condition is purely local, or sectional, or country-wide, he made inquiry of a prominent teacher of Spanish who might be in a position to know. The latter expressed an interest in the matter and suggested that such a study be made. A little later a questionnaire was arranged and mailed to 250 representative colleges, universities, and high schools in every state and the District of Columbia. By the Christmas holidays nearly a third of the schools, representing thirty-three states and the District of Columbia, had replied. All sections were well represented except the Southern states, less than half of which sent in replies. As was to be expected, the colleges and universities showed more interest than the high schools. A few schools of both kinds sent reports after the percentages were figured, and consequently they are not included in the tables. Such information as could be tabulated has been so treated in the accompanying tables.

It is fully realized that these figures possess very little, if any, value. Nevertheless, most Spanish teachers will probably find at least a passing interest in them. They might have been made more interesting and perhaps even acquired some value, if the questions had been more carefully worked out. Especially is this true of those questions which relate to the number of teachers of Spanish. The writer had hoped to get some definite information on the burden which those teaching Spanish bear because of the phenomenal growth of Spanish study, but the unexpected number of part-time teachers defeated this almost entirely. Only in schools where one teacher handles all Spanish classes is the kind of information found that was expected.

All colleges and universities replying offer both French and Spanish. Two of the high schools (one in Wisconsin, the other in North Dakota) offer only French, and two (both in New Mexico)

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offer only Spanish. From a consideration of Table I it can be seen that the colleges and universities on the one hand, and the high schools on the other, show about the same relative enrollment in both French and Spanish, the colleges and universities leading slightly in both cases. It ought to be mentioned here, however, that the figures for the universities seem in most cases to include schools where no foreign language is required, while only a few high schools in the largest cities offer courses in which foreign language is not obligatory.

Both kinds of schools show an increase in Spanish, but the high schools a much smaller one than the colleges. Teachers in both complain that the enrollment in Spanish is held down by limiting it to juniors and seniors. Only a small percentage of colleges show a decrease, while nearly a third of the high schools do. A teacher reporting from a Massachusetts high school observes that the popularity of Spanish seems to be waning in that section, and both colleges which report a decrease are Eastern women's colleges. The high schools reporting thus, however, are in such widely separated states as Massachusetts, New York, Ohio, Indiana, and even New Mexico. The highest losses are shown in Ohio and Indiana. On the other hand, the highest gain in a high school was reported from Massachusetts, and Arizona, Indiana, New York, and North Carolina send reports of more than 100 per cent increases. High increases are reported by the colleges and universities, of course, from every section of the country. A large Eastern state college reports Spanish "forging ahead now rapidly," but there are indications "that the pendulum will swing before long to French and perhaps to German."

Both kinds of schools show a decrease in French, which is, however, negligible in the case of the colleges and not serious in the case of the high schools. Some explanations offered for this decrease are the establishment of non-language courses, the use of predetermination or intelligence tests, an influx of former German students last year, and an incipient national feeling that foreign languages are not necessary in our school courses. The colleges enrolling men had an abnormal enrollment last year because of the S. A. T. C. and consequently show a decrease this year. Another reason the colleges offer for a decrease in beginning students in French is that there were more pupils taking French in the high

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schools last year since there were no German classes to enter. One state university in New England explains that beginning language students are divided between French and German this year, while last year German was not offered. Nineteen states from all sections of the country, among which are California, the Dakotas, New Mexico, Wisconsin, Ohio, Florida, West Virginia, and New Hampshire, report decreased French enrollment. The condition (whatever it is) is not, then, sectional. Neither are the heavy decreases confined to any one section, since the highest percentages come from New York, Pennsylvania, Ohio, Wisconsin, Nebraska, and Arizona. It will be seen from Table II, however, that the average decrease is heavier in the Eastern and Western States.

What has become of the students of German where instruction in that language has ceased? Scattered reports would indicate that most of them went to French, but the French enrollment figures do not bear this statement out. As a matter of fact, the number of German students who had to take some other language need not have been large. Those who had only one year of German when it was dropped from the course would have to get the second year elsewhere except in cases where the foreign language requirement was dropped for the time along with the German; others could, and perhaps largely did, drop languages.

Both the universities and high schools show considerably more than half of all Spanish students to be beginners. An interesting fact in this connection is that the high schools show a higher percentage of students above beginners than do the colleges and universities. This would seem to indicate that the secondary schools have had relatively more students in the last few years, and this inference is corroborated by the figures on increase in Spanish enrollment—the high schools do not show as high a percentage of increase. On the other hand, college enrollment shows a heavy increase this year because of a slump last year due to Spanish not being recommended by the War Department as an elective in the S. A. T. C.

The average number of Spanish classes taught by one teacher is considerably less in the colleges than in the high schools, showing that there are very few college teachers who teach only Spanish. In many cases where there are only three or four classes, two or three teachers are handling them. It would be interesting to know why all

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Spanish classes in such cases are not given to one teacher, and whatever else he is teaching turned over to the teachers thus relieved of the Spanish. Obviously, where this condition exists the teachers are not limited to one language. This same thing is true in a few cases in the high schools reporting, but not at all generally. A second teacher is, in most cases, used only after the regular teacher has the limit of five or six classes.

Four state universities report that the Spanish enrollment does not represent the demand because it is limited by the lack of teachers. The report from a large university in one of the central states, which shows the lowest percentage of Spanish students (2 per cent), says that they will have a large Spanish enrollment when they open the classes to all students. Heretofore Spanish has been closely restricted, and they have waited in the development of it "in order not to become a victim of any tendency to have students 'landslide' into this study." This condition may be compared (or contrasted) with that of a nearby state university where one teacher handles 276 students (one-third of the total enrollment) in seven classes. Aside from this case, only one school in the college class shows teachers averaging as much as five classes. Only one high school (in New York) makes complaint of any shortage of teachers, but in one large school the teachers have an average of seven classes, and in several others they teach six classes. The maximum amount of work reported for any one high school teacher was 115 pupils in six classes. A western university reports forty students majoring in Spanish this year, but does not say whether all intend to teach Spanish.

Figures relative to size of classes show that beginning classes average considerably larger in the colleges than in the high schools, and also that the range is much wider there. Of course, both averages are above the ideal twenty, and the percentage of schools having classes above the average seems large in both kinds of schools. The average size of upper classes is about the same for both and moreover much lower than that of beginning classes. It is to be regretted that conditions can not be reversed, since it is perhaps generally conceded that large classes can be handled with less harm to advanced students than to beginners.

Considering by themselves sixteen schools which are not co-educational, we find that the average percentage of Spanish students in men's schools is well above the average, 28.6 per

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cent, while in women's schools it is only 13 per cent (average 18.2 per cent). For French the men's average is 32.9 per cent and that of the women's schools is 48 per cent. The increase in Spanish in men's schools was 86 per cent; in women's schools, 13 per cent. The increase in French in men's schools was 50.8 per cent; in schools for women there was a decrease of 8.5 per cent. Evidently Spanish is making a way into "practical" company, but why the decrease in the women's schools? The reports from two girls' high schools in a large city in one of the Middle Atlantic states were very interesting. In one, French and Spanish are about equally popular, 22 per cent and 16 per cent, respectively; in the other nearly half of the girls study French and practically none take Spanish. Another strange thing to be noticed is that the two high schools showing respectively the highest percentage of French enrollment and the highest increase this year are technical schools enrolling only boys. Neither of these enrolls as much as 10 per cent of students in Spanish classes. Also, the high school showing the highest percentage of Spanish enrollment is a commercial school with boys only in attendance. In this school about 6 per cent take French.

One question in the list, viz., "Highest number any year before the war?..... Year?....." was asked with the idea of finding out how much the popularity of Spanish has increased since the country's attention was attracted toward Europe by the beginning of war in 1914. The question was evidently not clear, since only a half dozen replies out of the seventy-odd gave figures as old as 1914, and more than that number gave figures for 1917-18! Every year from 1912 on was mentioned. These figures do not show just exactly what was expected, but they do show that more than 10 per cent of the schools had a larger beginning class some time prior to 1918 than they had this fall. They also show that 60 per cent of the institutions had less beginners in 1918 than they had had in some previous year; that is, that the increase has not been steady. Most of these latter were among the colleges, while two-thirds of the high schools seemed to have their first large enrollment in 1918. Half of the colleges had a large enrollment in 1916, a fourth had it in 1917, both of which years were peak years with a large percentage of high schools also. In the six reports that go back "before the war," 1913 was mentioned three times.

There has been no intention on the part of the writer to manipu-

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late the information to the seeming advantage of either language. He has merely attempted to make available some information (not to be obtained without considerable effort, he has learned) that might be of interest to others as it is to him. Because it does not appear that any particular purpose would be served thereby, no schools have been mentioned by name, although the letter accompanying the questionnaire intimated that the material would be published, and presumably those replying were willing that it should be. If it happens that there are anywhere conditions in the teaching of French and Spanish that are to be regretted, they are certainly so because unavoidable, and a study of this sort would surely not in any way aggravate them. Indeed, some teachers might be comforted to learn that there are departments in other institutions as badly overcrowded as their own.

TABLE I.

	COLLEGES		HIGH SCHOOLS		COMBINED	
Questionnaires sent out	78	%	172	%	250	%
Replies received	33	42.3	42	24.4	75	30.0
Portion of entire attendance	(32)*		(36)		(68)	
in Spanish classes		18.9		17.6		18.2
Ranging from		2.0 to 42.0		1.0 to 65.6		1.0 to 65.6
Schools above average	13	40.6	12	33.3	25	36.7
Schools below 10%	6	18.7	16	44.4	22	32.3
Schools above 50%	0†	.....	3	8.3	3	4.4
Portion of entire attendance	(29)		(35)		(64)	
in French classes		32.1		30.1		31.0
Ranging from		9.0 to 80.0		6.0 to 92.0		6.0 to 92.0
Schools above average	13	44.8	14	40.0	27	42.1
Schools below 10%	1	3.4	5	14.3	6	9.3
Schools above 50%	4	13.7	5	14.3	9	14.0
Average increase this year	(29)		(30)		(59)	
in Spanish enrollment		174.1		47.8		110.0
Ranging from		543 to —21.0		350 to —46.0		543 to —46.0
Schools having decrease	2	6.8	9	30.0	11	18.6

*Figures in parentheses show the number of schools whose reports entered into the percentage.

†Only four schools above 30%.

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TABLE I—(Continued)

	Colleges		High Schools		Combined	
Average decrease this year in French enrollment	(28)	% .17 of 1.0	(28)	% 7.9	(56)	% 4.0
Ranging from		130 to —87.6		120 to —100.0		130 to —100.0
Schools having decrease	15	53.4	18	64.2	33	58.9
Schools having increase	12	42.8	7	25.0	19	33.9
Portion of beginners among all Spanish students	(32)	68.4	(35)	61.0	(67)	64.5
Ranging from		29.8 to 100.0		29.2 to 100.0		29.2 to 100.0
Schools with less beginners than advanced	3	9.4	10	28.5	13	19.4
Average size of sections of beginners	(32) 32.8		(35) 25.5		(67) 29.0	
Ranging from	15 to 67		13 to 41		13 to 67	
Number of schools with classes above average	11	34.3	14	40.0	25	37.3
Average size of sections of upper classes	(31) 18.3		(32) 19.5		(63) 18.8	
Ranging from	3 to 42		7 to 33		3 to 42	
Number of schools with classes above average	15	48.4	16	50.0	31	49.2
Average number of Spanish classes taught by one teacher		2.9		4.2		3.4
Ranging from	1⅓ to 7		1 to 7		1 to 7	
Number of students under one teacher alone in a school ranges from	21 in 3 classes		17 in 1 class			
to	276 in 7 classes		115 in 6 classes			
Percentage of schools showing increase in both French and Spanish		37.0%		15.3%		31.1%
Decrease in both French and Spanish		3.7%		15.3%		11.1%
Increase in Spanish and decrease in French		52.0%		38.4%		51.1%
Decrease in Spanish and increase in French		3.7%		7.6%		6.0%

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TABLE II.

	SPANISH		FRENCH	
	INCREASE OVER LAST YEAR	PERCENTAGE OF TOTAL ENROLLMENT	INCREASE OVER LAST YEAR	PERCENTAGE OF TOTAL ENROLLMENT
High Schools—				
Western	69.9%	29.7%	—3.5%	4.0%
Central	15.7%	12.0%	3.4%	21.0%
*Southern	.....	.....	.....	.....
Eastern	40.0%	18.0%	—8.5%	39.0%
Colleges—				
Western	277.0%	23.0%	—16.0%	22.0%
Central	219.0%	15.0%	4.0%	27.0%
Southern	97.0%	19.0%	11.0%	26.0%
Eastern	67.0%	20.0%	—16.0%	40.0%
Average	110.0%	18.2%	—4.0%	31.0%

* Only one reply; information not all given in it.

THOS. A. FITZ GERALD
THE TERRILL SCHOOL
DALLAS, TEX.

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THE LOCAL CHAPTERS

NEW YORK CHAPTER.—One of the meetings of largest attendance was that of February 7, 1920, at the School of Mines, Columbia University. Distinguished representatives from almost every Spanish-American country assembled to hear the Spanish translation of "La elegía de Thomas Gray" by Señor José Castellot, ex-president of the Senate of Mexico and ex-ambassador extraordinary from Mexico to Norway. As a preface to the reading of his translation of Gray's Elegy Señor Castellot declared the immutability of worldly things, citing the classic aphorism, "There's nothing new under the sun." Through the courtesy of Señores Jaime Lago and Miguel de Zárraga, proprietors of La Tribuna, the audience was provided with copies of the Elegy and the Spanish translation.

On March 6, Doctor Nicolás García Samudio, primer canciller of the Colombian Consulate in New York and prominent member of the Colombian Academy of History, addressed the chapter on "Literatura Colombiana." In attendance as guests of honor were the Consul General of Colombia, Don Francisco Escobar and General Gómez Mayoral, Colombian Minister of War.

CHICAGO ACTIVITIES.—The Chicago Chapter held a most profitable session Saturday afternoon, February 7, 1920. A pleasing talk on "Puerto Rico" was given by Mrs. Maud C. Josaphare. As by a fairy wand, the speaker brought before her audience that island of tender blue skies and tropical verdure, peopled by new American citizens of staunch loyalty. The second speaker, Professor C. L. Parmenter of the University of Chicago, discussed "El Viaje de estudio por España el verano de 1920."

Señorita Elena Landázuri, a student of Sociology in the University of Chicago, presented a valuable paper on "Méjico y los Estados Unidos." The injustice of prevailing laws as well as the development of the spirit of democracy among the common people are indicated by the frequency of revolutions. As a proof of democratic advancement in her native land, Señorita Landazuri called attention to the fact that since 1917 every industrial plant of importance in the Republic of Mexico has maintained a school for its employees. The speaker deeply deplored the unjust propaganda of a certain type of North American journalists regarding the Mexican question.

The third regular meeting was held Saturday, April 3. The Rev. Padre Castor Ordoñez, C. M., Ph. D., delivered an eloquent lecture replete with commercial, economic, and cultural information, on "Un Viaje por la América española." As a means of fostering trade and good-will, Professor Ordoñez warmly advocates the establishment of banks under North American management in all the leading cities of South America, and the building up of our merchant-marine. The Rev. Father deprecates the use of the term "Latin-America" as unjust and inaccurate. Mr. Abel Cantú of Crane Technical High School in his speech on "La Riqueza natural de Méjico" demonstrated with the enthusiasm of an ardent nationalist that mineral wealth, oil

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wells agricultural wealth and climate combine to make of his patria, Méjico, one of the richest countries in the world.

THE WASHINGTON CHAPTER.—An enthusiastic meeting was held Saturday, March 20, at the George Washington University under the presidency of Professor Henry Grattan Doyle. A most interesting address on "Lope de Vega" was given by Señor F. Pérez de Vega. Extracts read from the comedia of Lope added greatly to the value of the lecture. At the next meeting, April 10, Señor Ángel Vázquez will address the Chapter.

THE LOS ANGELES CHAPTER.—The Educational Committee of the Los Angeles Chapter has planned a series of lectures taking the form of tours through Spanish-speaking countries, beginning this year with Spain. Professor Felipe Morales de Setién of the University of Southern California gave the first of a course of six lectures on "A Tour Through Spain" February 28 at the College of Law, Tajo Building. A course of reading supplementary to these lectures has been arranged for those who wish to make a more thorough study of the subjects discussed.

The Los Angeles Chapter plans the establishment of a circulating Spanish library for its members, according to the following plan:

PROYECTO: PARA EL ESTABLECIMIENTO DE UNA BIBLIOTECA PROFESIONAL PARA EL USO DE LOS MAESTROS DE ESPAÑOL.

I. La Biblioteca será propiedad del Capítulo local de "The American Association of Teachers of Spanish," situado en Los Angeles, California.

II. Su operación estará bajo la dirección inmediata de la Junta Ejecutiva de dicho Capítulo local.

III. Cada miembro permanente del Cápitulo podrá llegar a ser accionista y gozar de los privilegios de la Biblioteca al cumplir con las condiciones y reglamentos siguientes:

(1) Para ingresar, donará a la Biblioteca algún libro nuevo entre los enumerados en la lista publicada para este fin por la Junta, o su valor en dinero, y además otro libro tomado de su biblioteca particular y aprobada por la Junta.

(2) Cada accionista pagará diez centavos por el privilegio de sacar un libro de la biblioteca y tenerlo dos semanas en su posesión. En caso de retenerlo más tiempo, pagará a razón de cinco centavos por cada semana que lo tenga en su poder.

(3) En caso de la pérdida de algún libro, la persona responsable devolverá su valor, o lo reemplazará con otro ejemplar del mismo.

(4) La Biblioteca estará abierta un día de cada semana y será colocada en algún lugar céntrico de Los Angeles.

(5) Los accionistas que quieran pedir libros por correo podrán hacerlo pagando el franqueo de ida y vuelta, bajo las mismas condiciones que los demás.

(6) Si un miembro del Capítulo compra dos o más acciones en la Biblioteca, gozará del aumento correspondiente en sus derechos.

IV. La Junta preparará una lista de cincuenta o más libros con sus precios, la cual se enviará a todos los miembros del Capítulo y las personas interesadas

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tendrán oportunidad de sugerir los títulos de otros libros que les interesen; pero ha de entenderse que será el objeto de la Biblioteca proporcionar a sus accionistas opórtunidad para estudiar libros nuevos que no se encuentran en las bibliotecas públicas y que tienen una relación directa é íntima con nuestro trabajo profesional y que contribuirán su parte a estudios coordinados y progresivos, tanto de los individuos como de las clases que puedan organizarse más adelante.

V. Se solicitará la cooperación voluntaria de los accionistas en el trabajo de la distribución de los libros y de la contabilidad, evitando así todo gasto innecesario. De esta manera las entradas podrán dedicarse exclusivamente a la compra de libros nuevos.

VI. Si cinco accionistas indican su preferencia a favor de cualquier libro nuevo, será apuntado en una lista aparte. Los libros de dicha lista serán añadidos a la Biblioteca tan pronto como los fondos lo permitan.

VII. Cartas circulares dando informes acerca de libros nuevos serán enviadas de cuando en cuando a los accionistas luego que se haya reunido un fondo suficiente para su compra, a fin de que todos puedan tener parte y voz en su escogimiento.

GRACIA L. FERNÁNDEZ

NEW UTRECHT HIGH SCHOOL
BROOKLYN, N. Y.

BRIEF ARTICLES AND ANNOUNCEMENTS

TRAVEL IN SPANISH COUNTRIES

The tentative plans which the Association had under way for the benefit of its members who might wish to travel in Porto Rico or Costa Rica have been abandoned. The Committee on Study and Travel has been informed by Commissioner Miller of Porto Rico that the University of Porto Rico has been compelled to withdraw its offer of courses, due to the fact that it has been impossible to secure any assurance from the steamship lines or from the Bureau of Insular Affairs that transportation could be provided to and from the Island for those who might wish to attend the proposed courses. As for Costa Rica, only three or four persons have manifested any interest in the plan advanced by the Costa Rican Government of giving courses in San José and Heredia for North American teachers of Spanish, and the Minister of Public Instruction has been informed that the project can not be carried out this summer.

Most of our members who plan to study abroad are going to Spain. Many of these will sail on the Saxonia, of the Cunard Line, on June 19th or 22d. Our committee has turned over to Professor Joaquín Ortega of the Spanish Bureau of the Institute of International Education, 419 West 117th Street, New York, all inquiries that have come in concerning study in Spain. Professor Ortega and Professor Onís are acting as the representatives of the Junta para Ampliación de Estudios, and this institute has helped by

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giving office room and clerical help to this newly established Spanish Bureau. Professor Parmenter of Chicago University and Professor Ortega of Wisconsin will accompany a party which, from all indications, will be a large one, to Madrid, there to study in the summer courses.

LETTER-WRITING BETWEEN AMERICAN AND SPANISH PUPILS

The National Bureau of International Educational Correspondence is authorized by the United States Government and the United States Bureau of Education, to promote educational letter-writing between the thousands of pupils in Spanish America and Spain who are studying English, and the similar number of American pupils who are studying Spanish. The Bureau is now obtaining from the teachers of English in the Spanish-American countries the names, addresses, and personal qualifications of thousands of their pupils whom they recommend for this educational correspondence.

From the Bureau each teacher will receive for each of his pupils a carefully chosen Spanish correspondent of similar age, sex, and interests.

Each pupil will write regular letters in English to his Spanish correspondent, who will reply in Spanish. Naturally there will be a wealth of enclosures, pictures, and clippings accompanying this correspondence. In the most advanced stage the Americans will write in Spanish and the Spanish pupils in English.

Enrollment Sheets.—For enrollment sheets apply to the *National Bureau Educational Correspondence, Peabody College, Nashville, Tenn.*

Fees.—The expenses of the Bureau are partly met by a permanent endowment which we hope will soon be increased, so that the services of the Bureau will be free to all. At present, however, it requests a 10-cent fee for each pupil enrolled.

A LOS CERVANTISTAS

El docto y distinguido cervantista y crítico español, Don Aurelio Báig Baños, desearía reunir la mayor parte de los trabajos cervantinos (artículos folletos y libros sobre Cervantes y sus obras), impresos en los Estados Unidos. El Sr. Báig Baños dará cuenta en periódicos o revistas de España, de los estudios cervantinos, de los cuales se le envíen dos ejemplares, que se hayan publicado o se publiquen "en esa gran nación que se distingue de una manera especial por su hispanofilia y erudición," palabras textuales de una carta suya a nuestro compañero, Don Homero Serís, de la Universidad de Illinois. Hé aquí la dirección del Sr. Báig Baños: Calle del General Margallo, 9 mod. pral. izq., Tetuán de Chamartín, Madrid.

CENTENNIAL AT INDIANA UNIVERSITY

Our Association has been invited to send a representative to the Centennial Celebration of the University of Indiana to be held the coming summer, and the Executive Council has appointed Professor E. C. Hills as our official representative.

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THE VELADA IN HOMAGE TO PÉREZ GALDÓS

On Tuesday evening, April 13, 1920, memorial exercises in honor of Pérez Galdós were celebrated at the Horace Mann Auditorium at Columbia University under the auspices of the Unión Benéfica Española, the Hispanic Society of America, the American Association of Teachers of Spanish, and Columbia University. Professor Federico de Onís of Columbia University spoke feelingly of the significance of the occasion on which America expressed her homage to Spain. Galdós, he declared, is truly the most Spanish of all modern writers; in fact, all Spain of the nineteenth century is in his works, and above all, his conception of life and of the world are those of the Spanish race. It is a certain moral tolerance which we find throughout the works of Cervantes which makes possible the deep esthetic comprehension of Spanish realism. Such tolerance has its origin in exalted Spanish individualism. Among all the races, the Spanish holds the greatest respect for man. for man in his individual aspect. The characters that appear in the works of Galdós are justified by their very defects, and the only despised characters are those beings like Doña Perfecta and Pantoja, who have the weakness to work to convert others to goodness.

An address by Dr. Esquivel Obregón on "Galdós y el medio social" was read by Professor de Onís. The program continued with "Páginas sobre Galdós" by Clarín, Azorín, Pérez de Ayala y Marquina, and an original poem. "Pérez Galdós: El Símbolo," by Dimitri Ivanovich. Mr. Lawrence A. Wilkins voiced the sympathy of the American people for Spanish culture. Mr. Wilkins then introduced the last speaker, Professor Hayward Keniston of Cornell University, who ably discussed "Galdós, Interpreter of Life."

TO GALDÓS

With all your great ideals for human life,
Your problems deep, elusive, some as yet
But halfway solved,—how was it that you cared
With so much love, and tender sympathy
For little Nela, quite unlearned and quaint,
But with the soul of childhood, angel-born?

You called the Spanish music to your pen,
You touched soft notes of Spanish melody
And whispered thru the lips of one small girl
A woman's prayer, more rich, more full and true
Than those the angels breathe. Thru a child's tongue
You sang anew the depth of human love.

One of the common poor, and crippled so
'Twas best she died . . . I call you great
Galdós, because you cared enough for her
To lift her up among those myriad stars
Which she, dear little dreamer, knew to be
The souls of them for whom star beauty shines.

GLADYS HALE.

WELLESLEY COLLEGE, 1920

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REVIEWS

América Española, by M. Romera-Navarro. Henry Holt & Co., 1919. VII—206 pp.

This compendium of facts about Spanish America is an abbreviated edition of a work prepared for the publishing house Renacimiento, Madrid. The book, which comprises 115 pages of text, is divided into three parts: *periodo colonial, periodo revolucionario* and *periodo contemporáneo.* The important facts and figures of each period are given. Indeed in the first part the dates, events and names accumulate into such a formidable array that the ordinary student will be unable to retain all, or even a large part of them. While the teacher may do so, it would have been better, it seems, to have emphasized the most important men and events more than has been done, and to have supplied maps and indicated the routes of the early explorers and conquerors. This would have made the book, barren of maps or illustrations, more attractive, and would have helped the student to better visualize the events and countries studied.

The student will find that the second division is more easily digested, also more interesting. Necessarily here, too, we find many dates and events, but they are not so frequent. The third part is the best and most interesting of the three. Here we get a glimpse of the *territorio, población, noticia histórica y geográfica, agricultura, industrias y comercio, ciencia y letras,* and *ideales politicos.*

As noted above, the book is a summary of a longer study, and it suffers from the compression into a rather small number of pages of the bare historical facts, which to make them more interesting, should be accompanied by more of the attendant circumstances. A text to be serviceable in the class-room must be somewhat agreeable to the student, and it is to be doubted whether the first part, which is important, will be pleasing to the average student. The teacher could, of course, supplement the book with maps and other material which can be drawn from the publications of the Pan-American Union.

The text is supplied with *aclaraciones y notas gramaticales* and a vocabulary. The notes contain biographical matter and explanation of some of the grammatical difficulties.

While the book is rather heavy as a reader unless supplemented with other material, it would be excellent as parallel reading and as a reference book for second-year college or third-year high school classes studying Spanish-American literature.

Argentina, Legend and History, by Garibaldi G. B. LaGuardia and Cincinato G. B. LaGuardia. Benj. H. Sanborn & Co., 1919. LVIII—411 pp.

To quote the preface: "In this book, the editors offer reading material which will give the student some idea of the history of Argentina, of her great men, of her development since the dawn of independence, and of

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her wonderful possibilities. . . . ." This is substantially what the book does, and consequently it is a good introduction to the study of Argentina and her literature. The material "has been arranged to suit the needs of third-year high school work, or second-year college Spanish."

The fairly long (35 pp.) but interesting introduction prepares the teacher and student for the text; being aided by the Biographical Notes (9 pp.), which give information about each author selections from whose works appear in the book.

The first selection is the Argentine national hymn, followed by excellent studies of various Argentine characters such as the *gaucho, rastreador, baquiano, gaucho malo,* and *cantor.* These selections will not fail to please and interest both teacher and student. These character studies are followed by a description of the *pulpería,* or country-store and bar. Then come a series of *leyendas,* some short stories and a few articles describing Argentina *(el ombú, la cordillera, la naturaleza sudamericana).* The next part of the book contains studies of important men and events in the history of Argentina. The last two selections are: *Con rumbo a la esperanza,* by Blasco Ibáñez, and *El Ministro Drago al Ministro García Mérou,* the latter being the "Drago doctrine," a "corollary to the Monroe doctrine." The volume has 104 pages of vocabulary. There are 39 illustrations and two maps.

This brief outline gives an idea of the scope of the book. All the selections, save the one by Blasco Ibáñez, are by Argentine writers. We have here variety in unity. While all the articles treat of Argentina, they are as varied as one could wish. This scheme of treating *one* country in a reader is, to the reviewer, an ideal one. When the student has finished this book he has a fairly definite idea of Argentine history and tradition. He has an introduction to and a background for a study of Argentine literature should he desire to continue that study.

It is pleasing to note that the illustrations, uniformly good, are always *apropos.* The notes, at the bottom of the page, explain the more difficult constructions and give such biographical and other matter as is not found in the Biographical Notes.

The editors do not seem to have attempted to arrange the selections in order of difficulty. They have, however, in the opinion of the reviewer, placed the more interesting matter at the beginning of the book. The vocabulary of 6500 words (estimated) is not too large for the second-year college or third-year high school classes for which the book is intended.

The typography of the book is good, the illustrations and maps helping to make an attractive volume.

W. S. HENDRIX

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BIBLIOGRAPHY

II. PERIODICAL LITERATURE

PEDAGOGICAL JOURNALS

The Modern Language Journal, IV, 2, Nov.—F. M. Froelicher, *Speaking vs. Reading.* (The writer has the strange idea that not more than three years should be devoted to the study of any modern language in the combined elementary and secondary courses. Few of our high school graduates show that power gained by the thorough mastery of any subject; greater thoroughness is what should be sought. We can never equal European thoroughness in modern language instruction until we devote six or seven years to pre-university instruction as is done abroad. The direct method especially demands much time. This author doubts the practical value of a spoken knowledge of language. If a reading knowledge alone is desirable, of course less time is required.) A. G. Bovée, *Teaching Vocabulary by the Direct Method.* (Mr. Bovée gives illustrations of his own method, based largely on those of Marchand, Dupré, Gouin, Gourio, and Walter.) T. E. Oliver, *The National Peabody Foundation for International Educational Correspondence.* C. A. Krause. *Literature of Modern Language Methodology in America for 1918,* concluded. Joel Hatheway reviews L. A. Wilkins' *Spanish in the High Schools.* (Mr. Hatheway quarrels with Mr. Wilkins for devoting eight pages to the commercial importance of Spanish. "which has never been contradicted." He then devotes a page to contradicting it. The review as a whole is a mixture of fault-finding and praise. Mr. Hatheway is unfair in criticising Mr. Wilkins for the introduction of material already used in similar books on French and German pedagogics. The same methods apply to all languages and should be repeated with special application to each language.)

3, Dec.—J. Warshaw, *The Utility of Teaching Devices.* (The author thinks that the time is near when a degree in education will be exacted of all language teachers. Such a tendency is evident in several states. Many of us believe that in so far as university and college teachers are concerned this would be retrogression and not progress. There are too many teachers in the country who think they can dispense with necessary content courses in favor of courses in education. Mr. Warshaw believes that "the language teacher has in these days only a negligible standing as a humanist." This is the most pessimistic utterance concerning the profession I have seen for a long time.) F. A. Hamann, *Phonetics as a Basis for Teaching Spanish.* (Most of what Mr. Hamann says is not new. But these are points which cannot be repeated too often. Teachers will find his article very helpful.) (The departments of "Editorial Comment" and "Notes and News" are constantly gaining in interest.) J. Kessler reviews the *Report of the Committee on the Position of Modern Languages in the Educational System of Great Britain,* 1918. (This report considers French the most important modern

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language for British students. No effort is made to decide between the claims of German, Italian, Russian, and Spanish, which are listed in *alphabetical* order. This fact should be clearly understood, because some enemies of Spanish in this country are taking comfort from the fact that Spanish appears last on the list.) Joel Hatheway reviews Manuel Uribe-Troncoso's *Por tierras mejicanas*, World Book Co., 1919; F. R. Robert's *First Spanish Book*, New York, E. P. Dutton, 1919; Worman and Bransby's *Second Spanish Book*, American Book Co., 1918.

4, Jan.—J. Warshaw, *The Utility of Teaching Devices*, ctd. (Mr. Warshaw prints in this installment some excellent devices of his own.) Albert Mann, *On Teaching the Subjunctive Mood in French*. (Most of the remarks apply equally well to the teaching of the subjunctive in Spanish.) C. O. Sundstrom, *Grammar in First Year Spanish*. (The author protests against making it too easy for the student. He believes in the study of rules, and holds that theory must accompany practice. There is much common sense in this article.) The "Notes and News" contains interesting statistics as to the relative position of French, German, Latin, and Spanish in certain representative schools and universities. C. P. Wagner reviews critically J. D. M. Ford's *Main Currents of Spanish Literature*, New York, 1919. E. L. C. Morse reviews Hannsler and Parmenter's *Beginners' Spanish*, Scribner's Sons, 1919. (This spicy review has words of high praise for the treatment of phonetics in this book and likewise for its many other good features.) W. A. N. reviews R. Lenz's *Sobre el estudio de idiomas*, Santiago de Chile, 1919.

Bulletin of High Points, I, 7, Sept.—Anon., *Contest of Spanish Students*. Anon., *Spanish Exhibition at Stuyvesant*. L. A. Wilkins, *Modern Languages During the Past Year. A Retrospect*. (Many interesting things are being done in the New York high schools. Pupils give plays, hold contests in various departments of the work, form parties to visit the Hispanic Museum, and to attend operas given in the languages they are studying, file newspaper clippings on subjects connected with their work, etc., etc. Teachers are wrestling with the problem of determining at the outset the linguistically unfit among their students. The cause of every failure in first-term work is carefully investigated. Efforts are being made to coördinate related subjects of instruction. A circulating library of foreign books is being formed for the use of teachers. These are but a few of the activities mentioned in this article.) L. A. W. reviews W. B. Parker's *Cubans of Today*, New York, 1919.

8, October.—L. A. W., *Supplementary Aids in Teaching Modern Languages*. (Mr. Wilkins discusses the advantages of stereopticon slides, the Metropolitan Museum of Art, the American Museum of Natural History, photographs and postal cards, phonograph records, and publications for class or club.) L. A. Wilkins, *Results in a Prognosis Test Given to Pupils Beginning French and Spanish*. (This predetermination test seems to have given good results, but those who invented it feel that they need to experiment more before they are wholly confident as to its fairness. The examination given is here printed in part. One would like the examiners to explain how a

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pupil can correctly write "I enter the store" in three words, as demanded.)

9, Nov.—D. C. Rosenthal, *College Entrance Requirements in Foreign Languages.* (The requirements of the eastern institutions are conveniently listed.)

10, Dec.—*Notes on the Modern Language Convention.* L. A. Wilkins, *Modern Language Circular.*

Revue Universitaire, XXVIII, 9, Nov.—L. Clédat, *Un minimum de culture latine.*

Les Langues Modernes, 4, Oct.-Nov.—C. Pitollet, *La mentalité de Sammy.* (A sympathetic account of the American doughboy.)

School and Society, 256.—H. A. Hollester, *Why and How Should We Federalize Education? The Need of Teachers at the University of Wisconsin.* (Students have increased by 38 per cent. There have been 119 additional appointments to the staff.)

257.—*Salary increases at Yale.* (Full professors now draw from $5,000 to $8,000; assistant professors from $2,500 to $3,500; instructors from $1,600 to $2,000.) E. H. Johnson, *A Comparative Study of the Salary Situation.* L. C. Karpinski, *Professional Budgets at the University of Michigan.*

261.—A. O. Lovejoy, *Academic Problems.* (A reproduction of Mr. Lovejoy's admirable presidential address before the American Association of University Professors.)

262.—W. W. Bishop, *The Library and Post-School Education.* E. Dudley Parsons, *Fallacious Economy in Education.* W. C. Curtis, *The Recruiting of the College and University Professions.* (One of the good points made is the following: "The routine of purely clerical duties often leaves the teacher less ready for an evening to be spent in the pursuit of intellectual interests than is the business man at the close of his day's work.")

266.—Otto Heller, *The Overpaid Professor.* (These are our colleagues of the law and medical faculties.)

267.—Emilio Goggio, *Italian and Spanish or Spanish and Italian?* (The purpose of this article is to eliminate the interrogation point and the last six words of the title. In the main it is a reply to my reply to Mr. E. H. Wilkins in HISPANIA, Oct., 1919. Mr. Goggio's tone is gentlemanly throughout. He has a legitimate pride in the achievements of his race and the literature of Italy. Much of Mr. Goggio's argumentation is of the nature of special pleading. In this article, as in his recent one on "The Dawn of Italian Culture in America" (*Romanic Review,* X, 3), he offers long lists of American authors and scholars who were enthusiastic about Italian. These gentlemen, with a few exceptions, were not specialists, but had the same interest in Italian literature that every cultivated person has. Mr. Goggio makes our Italian studies date from Benjamin Franklin. Now, if one will turn to the paragraph in the "Autobiography" in which Franklin mentions his Italian studies, he will see that the great eighteenth century philosopher was no more interested in Italian than he was in French and Sp
Goggio says nothing of Franklin's interest in Spanish. One

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indicate in the case of Longfellow, Lowell, and nearly every other on the list, that interest in Italian was accompanied by an interest in Spanish. It is laughable to find in the list of American Italianates such well-known Hispanists as Ticknor, Prescott, and Washington Irving. If we are urged to study Italian because Italy meant so much to these and other gentlemen, would not a similar argument hold for the study of Spanish?)

Education, XL, 3, Nov.—E. E. Cates, *Are Our Schools Producing Results?* C. E. Farnham, *Supervised Study.* F. L. Warner, *The New Teacher and Discipline.*

4, Dec.—C. W. Crumly, *The Movies—Bane or Blessing?* A. S. Martin, *How To Study.* J. E. Foster, *The Effect of War on Secondary Schools.*

5, Jan.—E. W. Dolch, *Teaching for the Future.* Pearl Tyer, *The Training of the Subconscious Mind in the Schoolroom.*

The Elementary School Journal, XX, 2, Oct.—J. O. Engleman, *Financing a School System.*

3, Nov.—R. A. Spencer, *The Work of the School Principal as Supervisor.*

4, Dec.—H. S. West, *The Duties of the School Principal.* W. S. Gray, *Methods of Improving the Technique of Teaching.* H. A. Bacon, *The Normal-School Curriculum.* L. Power, *The Principal and Teachers' Methods of Ranking Pupils.*

5, Jan.—F. Bobbitt, *Mistakes Often Made by Principals.* H. A. Brown, *Professional Courses in the State Normal School.* Gertrude Folk, *State Funds for Public Schools.* C. W. Washburne, *A Graduated Salary Schedule for Elementary Teachers.*

The School Review, XXVIII, 1, Jan.—C. C. Alexander and G. W. Willett, *Some Aspects of a Junior College.* R. L. Lyman, *The Ben Blewett Junior High School of St. Louis.*

2, Feb.—R. L. Lyman, ditto, ctd. H. D. Kitson, *Vocational Guidance and the Theory of Probability.*

Modern Language Teaching, XV, 3, June—Anon., *Exit Modern Language Teaching.* (This journal expires, but is to be replaced by *Modern Languages.*)

Revue de l'enseignement des langues modernes, XXXII, 12, Dec.—*L'espagnole en Sorbonne.* (An account of the inauguration of Professor Martinenche in his new chair. Measures are being taken to increase the study of Spanish in the lycées, especially in southern France.)

SCIENTIFIC JOURNALS

Boletín de la biblioteca Menéndez y Pelayo. (This new journal, while the quality of its contributions is very uneven, contains much of interest and value.)

Jan.-Feb., 1919.—Enrique Menéndez Pelayo, *Remotos orígenes de la biblioteca Menéndez Pelayo.* (Delightful reminiscences of the boyhood of the author's celebrated brother.) E. Ortiz de la Torre, *Un retrato de Fer-*

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nando VII por Goya. Miguel Artigas, *Un nuevo poema por la cuaderna vía.* (The text of a newly discovered didactic poem dating from the fourteenth century. Valueless as literature, but of immense philological interest.) M. López Arana reviews Menéndez Pelayo's *Ensayos de crítica filosófica*, the ninth volume of his *Obras completas.* (As an appendix, an inventory of the Milá y Fontanals papers in the Biblioteca Menéndez y Pelayo is published in connection with each of the numbers.)

March-April.—A. Bonilla y San Martín, *Un documento pedagógico de D. Marcelino Menéndez y Pelayo.* M. Artigas, *Dos promesas de la Avellaneda.* E. de Huidobro, *Algunas omisiones del diccionario de la Academia.* (Several common idioms discussed.) E. Ortiz de la Torre, *Iglesias de la Montaña.* M. Artigas, *Un nuevo poema por la cuaderna vía,* ctd. C. de Echegaray, reviews A. Ballesteros y Beretta's *Historia de España y su influencia en la historia universal,* Barcelona, 1919. M. Artigas reviews P. Sáinz y Rodríguez's *Las polémicas sobre la cultura española,* Madrid, 1919.

May-June.—J. María de Cossío, *Romances recogidos de la tradición oral en la Montaña.* (Variants of *El Prisionero, Gerineldo,* and *Marbueno.*) T. Maza Solano, *Santa María de Piasca, un MS. de 1519.* M. Artigas, *Un nuevo poema por la cuaderna vía,* ctd. T. Maza Solano reviews A. González Palencia's *Indice de la España Sagrada,* Madrid, 1919.

July-August—J. María de Cossío, *Romances recogidos,* etc., ctd. G. Diego Cendoya, *Los primeros versos de Núñez de Arce.* (A little poem on Toledo.) M. Artigas, *Un nuevo poema por la cuaderna vía,* ctd. E. de Huidobro reviews José Montero's *Pereda. Glosas y comentarios de la vida y de los libros del Ingenioso Hidalgo montañés,* Madrid, 1919. La conferencia de Mr. Schevill. (An account of the address delivered at the inauguration of the Biblioteca Menéndez y Pelayo, Santander, August 20, 1919. The full address is printed in a separate pamphlet. All those who read Professor Schevill's eloquent and scholarly address will feel that America was worthily represented on this occasion.)

Sept.-Oct.—A. Huarte, *Sancho de Muñón. Documentos para su biografía.* J. Van Horne, *La influencia de las ideas tradicionales en el arte de Pereda.* (Mr. Van Horne's article in the *Publications of the Modern Language Association,* March, 1919, has been honored with a Spanish translation.)

Boletín de la Real Academia Española, VII, 29, Oct.—*Don Augusto González Besada.* E. Cotarelo, *Cuestión literaria ¿Quién fué el autor del "Diálogo de la lengua?"* (Upholds the traditional attribution of this work to Juan de Valdés. Attacks the new view that it is the work of Juan López Velasco.) E. Alarcos, *Datos para una biografía de Gonzalo Correas.* (Interesting material on the learned author of the *Diccionario de refranes.*) M. Gaspar Remiro, *Los manuscritos rabínicos de la Biblioteca Nacional,* ctd. F. Rodríguez Marín, *Nuevos datos para las biografías de algunos escritores españoles de los siglos XVI y XVII,* ctd. J. Alemany, *De la derivación y composición de las palabras en la lengua castellana,* ctd.

30, Dec.—*Don Javier Ugarte.* (Obituary.) E. Cotarelo, *Cuestión literaria,* ctd. Fernán-Coronas, *Blanco White y Draconcio.* (An attempt to

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prove that Blanco White's "Mysterious Night" was plagiarized from this fifth century Latin poet.) M. S. y S., *Inventarios aragoneses de los siglos XII y XI*. V. García de Diego, *Miscelánea etimológica*. J. Alenda, *Catálogo de autos sacramentales*, ctd. (On December 11th last Professor E. C. Hills was elected a corresponding member of the Royal Spanish Academy. Professor Hills' colleagues will rejoice that he has received this well-deserved honor.)

Modern Philology, XVII, 7, Nov.—G. T. Northup, *The Imprisonment of King García*. (With a note by Mr. S. Griswold Morley.) E. R. Sims reviews Mariano de Lorente's *Miguel de Cervantes Saavedra, Rinconete y Cortadillo*, Boston, 1917. C. E. Parmenter reviews T. Navarro Tomás, *Manual de pronunciación española*, Madrid, 1918.

The Modern Language Review, XIV, 4, Oct.—John Evans, *The "Lapidary" of Alfonso the Learned*. H. A. Rennert reviews *Obras de Lope de Vega*, publicadas por la Real Academia Española. Nueva edición, Madrid, 1916, Vol. II. (A very extensive and interesting review.)

Literaturblatt für germanische und romanische Philologie, XI, 7, 8, July-Aug.—M. L. Wagner reviews Ramón Menéndez Pidal's *Antología de prosistas castellanos*.

Neophilologus, V, 11.— G. J. Geers reviews T. Navarro Tomás' *Manual de pronunciación española*, Madrid, 1918.

Journal des Savants, XVII, 9-10.—M. Dieulafoy, *L'architecture romane en Catalogne*, ctd.

The American Historical Review, XXV, 2, Jan.—C. H. Cunningham reviews C. H. Haring's *Trade and Navigation between Spain and the Indies in the Time of the Hapsburgs*, London, 1918. W. S. Robertson reviews Bernard Moses' *Spain's Declining Power in South America, 1730–1806*, Berkeley, Cal., 1919.

The Mississippi Valley Historical Review, VI, 2, Sept.—I. J. Cox reviews C. S. Chapman's *History of Spain*, New York, 1919. W. S. Robertson's *Rise of the Spanish-American Republics*.

VI, 3.—C. W. Hackett, *New Light on Don Diego de Peñalosa*. I. J. C. reviews Kino's *Historical Memoirs of Pimeria Alta*, Cleveland, 1919. W. S. Robertson reviews I. B. Richman's *The Spanish Conquerors*. I. J. C. reviews W. W. Sweet's *A History of Latin America*.

The Southwestern Historical Quarterly, XXIII, 3, Jan.—C. E. Chapman, *Gali and Rodriguez Cermenho: Exploration of California*. E. C. Barker, *Minutes of the Ayuntamiento of San Felipe de Austin*, IX.

Revue anthropologique, XXIX, 9-10, Sept.-Oct.—J. Vinson, *L'Etude pratique des langues*.

Modern Language Notes, XXXIV, 8, Dec.—J. M. Burnam, *An Early Spanish Book-List*. (A catalogue of books probably once belonging to the

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monastery of Oña.) F. O. Reed continues his thorough review of Geddes' *El Alcalde de Zalamea*, por Calderon de la Barca, New York, 1918, Heath & Co. W. S. Hendrix, *The Theme "Life Is a Dream."* (Mr. Hendrix finds two interesting examples of this motive in Gil Vicente and Sánchez de Badajoz.)

XXXV, 1, Jan.—S. G. Morley reviews with much acuteness J. D. M. Ford's *Main Currents of Spanish Literature*, New York, 1919.

The Romanic Review, X, 3, July-Sept.—E. C. Hills, *A Catalogue of English Translations of Spanish Plays.* (This is a very interesting and valuable bibliography. It is to be hoped that Professor Hills or another will print similar bibliographies of translations of novels and poems. Calderón appears from this list to have been the dramatist most frequently translated. It is encouraging to see how large a number of contemporary plays have been turned into English of recent years. To Professor Hills' list should be added the two translations I mentioned in the February HISPANIA, p. 58.)

Bulletin Hispanique, XXI, 3, July-Sept.—G. Cirot, *Appendices à la chronique latine des Rois de Castille.* G. Cirot, *Recherches sur la Chronique latine des Rois de Castille.* (It goes without saying that Professor Cirot is the world's greatest authority on the medieval Latin chronicles of Spain. His work is of great value not merely to historians, but to those who work in the field of Spanish balladry as well.) G. Daumet, *Inventaire de la collection Toran*, ctd. A. Morel-Fatio, *Documents sur Marchena.*

Revista de filología española, VI, 3, 1919.—R. Mitjana, *Comentarios y apostillas al "Cancionero poético y musical del siglo XVII."* A. Reyes, *Cuestiones gongorinas. Pellicer en las cartas de sus contemporáneos.* A. Castro, *Más sobre "boquirrubio."* E. Buceta, *Carrillo de Sotomayor y Suárez de Figueroa.* A. Castro, *El Autógrafo de "La Corona merecida" de Lope de Vega.* (This MS., supposedly lost, has been in the Biblioteca Nacional all the time, wrongly catalogued.) P. Henríquez Ureña, *Espinosa y Espronceda.* (Still another instance of the influence of the former upon the latter.) A. Castro reviews A. Farinelli's *"La vita è un sogno.* E. P. A. reviews J. Rogerio Sánchez's *Boscán y Garcilaso de la Vega.* (Vol. XIV of the *Antología de los poetas líricos castellanos.*) Anon. reviews R. Lenz's *Sobre el estudio de idiomas*, Barcelona, 1919. (Every teacher who has not yet read Professor Lenz's able discussion of the various methods of modern language instruction should do so at once. Mr. Lenz is at one and the same time a scientist and a wonderfully successful teacher.) (With this number the *Revista* begins the systematic reviewing of the contents of other scientific journals treating of Spanish subjects. The articles of many American scholars are discussed.)

Butlletí de dialectologia catalana, Jan.-Dec., 1919.—P. Barnils, *Dialects catalans.* J. Givanel i Mas, *Notes per a un vocabulari d'argot barceloní.* A. Griera, *La Frontera del Català occidental. Foc. focs.*

Revista de Archivos, XIII, July-Sept.—J. Cuervo, *Fray Luis de Granada, Verdadero y único autor del "Libro de la oración."* V. González de la Calle, *Algunas notas complementarias acerca de las ideas morales del padre Juan de*

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Mariana. G. Vázquez Núñez, *El padre Francisco Zumel, general de la Merced y catedrático de Salamanca (1540–1607),* ctd. Pío Ballesteros, *Alfonso X de Castilla y la corona de Alemania,* ctd.

Revista crítica hispano-americana, V, 1—M. Sánchez Barredo, *Estudios sobre el Brocense.* V. Castañeda, *Dos ediciones desconocidas del libro de "Bons amonestaments" de Fray Anselmo Turmeda.* J. Cejador, *La cerveza y una "Historia de España."* S. reviews Pío Baroja's latest book, *Las horas solitarias,* Madrid, 1918.

2.—Anon., *Algunas poesías en parte inéditas de Luis Vélez de Guevara.*

The Hispanic-American Historical Revew, II, 3, Aug.—Rafael Altamira, *Las instituciones americanas en la instrucción pública de España.* J. F. Rippy, *The Indians of the Southwest in the Diplomacy of the United States and Mexico, 1848–1853. A Symposium on the Teaching of the History of Hispanic America in Educational Institutions of the United States.* (The ideas of six prominent instructors.) *Syllabi of Courses.* (Professors I. J. Cox, J. F. O'Hara, and L. R. Schuyler publish very interesting outlines of their courses on Spanish and Spanish-American history.) Fanny R. Bandelier. *Two Spanish Petitions Concerning Noted Authors of the New World of the Early Seventeenth Century.* (The authors are Gaspar de Villagra and Juan de Torquemada.) W. E. Dunn reviews W. S. Robertson's *Rise of the Spanish-American Republics as Told in the Lives of Their Liberators,* New York, 1918. J. A. Robertson reviews C. E. Chapman's *Catalogue of Materials in the Archivo General de Indias for the History of the Pacific Coast and the American Southwest,* Berkeley, Cal., 1919. I. J. Cox, *Spanish and French Rivalry in the Gulf Region of the United States, 1678–1702; the Beginnings of Texas and Pensacola,* Austin, 1917. Fanny R. Bandelier reviews C. F. Lummis' *The Spanish Pioneers,* Chicago, 1918. (In the Notes section there is an interesting account of the Library of South Americana of the University of Notre Dame; also of the private collection of W. L. Clements of Bay City, Mich. The list of the honorary members of our Association is printed.)

4. Nov.—P. Capó-Rodríguez, *Some Historical and Political Aspects of the Government of Porto Rico.* Loretta Baum, *German Political Designs with Reference to Brazil.* (The evidence here given to prove that Germany had sinister designs on Brazil is hardly necessary after the publication of the intercepted Luxburg messages.) W. S. Robertson reviews P. Groussac's *Estudios de Historia Argentina,* Buenos Ayres, 1918. W. W. Pierson, Jr., reviews W. H. Koebel's *British Exploits in South America,* New York, 1917. C. K. Jones reviews F. A. Kirkpatrick's *South America and the War,* Cambridge, 1918. W. E. Dunn reviews A. H. Verrill's *South and Central American Trade Conditions of Today,* New York, 1919. J. A. Robertson reviews *Colección general de documentos relativos a las Islas Filipinas existentes en el Archivo de Indias de Sevilla,* Barcelona, 1919. Anon., *The Chilean-United States Educational Exchanges.* (Professor C. E. Chapman of the University of California is to be our first American exchange professor to Chile.) Dardo Estrada, *Documentary Sources for Colonial History,* translated from

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the Spanish. (The number closes with an extensive bibliography of Recent Publications and a complete index to Vol. I. Inasmuch as the editors in this issue are kind enough to recommend HISPANIA's bibliographies to their readers, we can only return the compliment by urging our readers to consult the book-lists printed in the *Hispanic-American Historical Review.* These are naturally much fuller than ours on the historical side.

POPULAR JOURNALS

Athenaeum, 4672—J. B. T., *Making a Literary Language.* (Catalan literature.) 4676, J. Fitzmaurice-Kelly reviews Blasco Ibáñez *Los enemigos de la mujer.* 4677, J. B. T., *The Theatre in Barcelona.*

The Dial, LXVIII, 1—W. Haynes, *Jacinto Benavente.* (The analogy between Benavente and Shaw is insisted upon.)

The Journal of International Relations, X, 2—I. Calderón, *The Pan-American Union and the Monroe Doctrine.* E. F. Bell, *Intervention and the Mexican Problem.* C. Benítez, *The Political Deserts of the Filipino People.*

The New Europe, XIII, 161.—*The Harp, translated from the Spanish of Bécquer.*

166.—S. de Madariaga, *Spanish Popular Poetry. I.*

Cuba Contemporánea, XXI, 84, Dec.—A. Montori. *La obra literaria de Miguel de Carrión.* R. de Cárdenas, *La política de los Estados Unidos en el continente americano.* V. A. Andrade Coello, *El Ecuador intelectual.*

XXII, 85, Jan.—V. Blasco Ibáñez, *Paul Margueritte.* E. del Solar, *Perú y Chile.* F. de la Vega, *El padre Coloma.*

Bulletin of the Pan-American Union, Sept.—R. Tizón i Bueno, *Railway Communications between Perú and the Argentine Republic.* Paulo Pertano, *Manufactures of Sao Paulo.* W. C. Wells, *Latin American Monetary Systems.* Anon., *Argentine Meat Exports.* A. T. D. *Aviation in Chile and the Crossing of the Andes.*

Oct.—Anon., *Colombia Celebrates the Centennial of Boyaca.* E. G. Gonzales, *The Standard of Pizarro.* M. Calvino, *The Culture of Fruit Trees in Mexico.*

Nov.—J. Semprum. *The City of Caracas.* G. deB. Keim, *South American Observatories.*

Dec.—J. Semprum, *Painting in Venezuela.* C. Tejada, *Sorzano.* Anon., *A New Trans-Andean Railroad.* A. Torres, *Teaching Spanish in New York City Schools.* (High praise for the work of Mr. Lawrence Wilkins.) B. H. Hunnicutt, *Corn Culture in Brazil.* H. O. Neville, *The Citrus Industry in Cuba.*

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IV. BIBLIOGRAPHICAL NOTES

Our general bibliography on this occasion is composed very largely of books that appeared in Spain during the year 1918 and which have been kept waiting by circumstances beyond anyone's control. They represent what may in many respects be considered the best that was produced in Spain within the limits of an expenditure of one hundred and fifty dollars or thereabouts. From a good many of the titles it will be noticed that there seems to be a wave of French influence passing over the novelists of Spain, who hitherto have seemed to draw more consistently upon native inspiration. Of course, I do not mean to imply that the list is largely composed of such authors. That would be far from the truth. There are still many authors whose inspiration is thoroughly national and of the soil; but the new movement can not be ignored.

Alcalá Galiano with the *Jardín de las Hadas* gives us a volume of fantastic tales à la Oscar Wilde. Pio Baroja appears with several books of various types. In *Juventud, Egolatría* he gives us a series of personal confessions, which he continues in *Las horas solitarias,* where he gives us a kind of diary of his thoughts during a year. He likewise continued his *Memorias de un hombre de acción* with two volumes entitled respectively, *La veleta de Gastizar* and *Los caudillos de 1830.*

We are fortunate in being able to present so goodly a list of the important works of the distinguished Chilean lexicographer and grammarian, Miguel Luis Amunátegui i Reyes. They ought to find a place in the library of every University in the country.

A part of Spain that is intensely interesting and to which entirely too little attention is paid is that northern district along the French border and the Bay of Biscay inhabited by the Basques. They are a sturdy, conservative folk, whose life among their towering mountains and whose devotion to the sea have imprinted very definite characteristics upon their lives. M. Aranáz Castellanos has given us two series of *Cuadros vascos,* which he has entitled respectively, "*Cachalote*" and "*El Prosedimiento.*"

Now that international affairs are so prominently before the world, and that we in the United States are paying more attention to things Pan-American, it would be well if all our people could read the address of Bolivar at the Congress of Angostura on the fifteenth of February, 1819. The reprint was ordered by the government of the United States of Venezuela and is available in an excellent translation by Francisco Javier Yánes, the assistant director of the Pan-American Union.

In connection with the listing of the *Cuentos escogidos* by Julio Calcaño, we have to report the sad news of the death of the author in October, 1918. He was the founder and perpetual secretary of the Venezuelan Academy, as well as the Dean of all the corresponding members of the Royal Spanish Academy of the Language in all the Americas. While some of us are disputing vociferously in favor of teaching the so-called Spanish-American pronunciation, it is refreshing to note that this distinguished Venezuelan was always a staunch supporter of the necessity of maintaining the pure Castilian tradition in matters linguistic.

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Gabriel Alomar is a Majorcan critic whose name is already well known and whose future work we should watch with interest. The book we have listed is entitled *Verba*, and contains (in addition to an informative prologue by the celebrated critic Azorín) a very interesting set of essays and critical articles concerning the futuristic movement in letters and in society. There is also a long article concerning the sojourn of George Sand in Majorca.

Those who like to follow the kaleidoscopic affairs of the Spanish Parliament will be glad to have such a work as the *Acotaciones de un oyente* by Wenceslao Fernández-Flórez, who has given us also a volume of novels entitled *Silencio* (the name of the first of the three), and a volume of articles relating to customs, to which he has given the suggestive title *Las gafas del Diablo*. To this last-named volume the Spanish Academy has awarded the "Chirel" prize.

Another writer, who at present interests us more as a critic than as a novelist, is Rafael Cansinos-Assens, whose volume of essays, *El divino fracaso*, we list.

Criticism of the drama is represented by Manuel Machado, with *Un año de teatro*, whereas the drama itself offers us several interesting items. Felipe Sassone, whose novels seem less commendable than his dramas, has published or republished several plays. The volume of three plays headed by *El intérprete de Hamlet* presents this particular play in a second edition. The dedication to Francisco Morano, the actor who created the principal rôle, reminds us that the play had been written down by the author's wife as he dictated it to her, and that she died the very night that the play was first performed. We list also the volume of two plays: *La Princesa está triste . . .* and *Lo que se llevan las horas*.—Of J. López. Pinillos (Parmeno) we have the two volumes *Los senderos del mal* and *A tiro limpio* (the latter containing also *El burro de carga*).—Federico Oliver gives us *El pueblo dormido;* and Martínez Sierra his *Esperanza nuestra*.—Jacinto Grau has produced not only his comedy *En Ildaria . . .* (the scene of which is laid in an imaginary country of that name), but also a biblical parable, *El hijo pródigo*.—The *Cuento del Lar*, by the Gallegan author Antonio Rey Soto, treats a mediaeval legend and is considered one of the author's best works.—And last, but not least, we have four plays by Manuel Linares Rivas: *Como hormigas . . .* and *En cuerpo y alma* (both of them two-act comedies), and a three-act drama, *El Conde de Valmoreda*, which the author announces as having been inspired by a work of Count Tolstoi.

José Más, who began with *La Bruja* (now in its second edition) his studies of Sevillan life, is continuing those studies with the novel *La Estrella de la Giralda*, which has been very favorably received by the critics.—Pedro Mata is represented by *Los cigarrillos del duque*, *El misterio de los ojos claros*, a third edition of *Un grito en la noche* (which the author himself characterizes as a *novela de amor y de dolor*), and a second edition of *Ganarás el pan . . .* (which won the first prize in the competition of novelists of the twentieth century).

The journalist E. Gómez Carrillo is beginning an autobiography. The first volume appears as *Treinta años de mi vida: Libro, 1º; El despertar del alma.*

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In addition to the two volumes of plays previously mentioned, J. López Pinillos has given us a volume of essays and criticisms with the suggestive title *Hombres, hombrecillos, y animales.*

Ever since the appearance in 1900 or 1901 of that dainty little volume *Aires murcianos*, by Vicente Medina (which appeared in the *Biblioteca Mignon*), we have been interested in the literary product of that genial part of Spain. In the volume *Corazón de la noche*, by Eliodoro Puche, we have the work of another Murcian poet. A brief presentation of his personality and his work is given by Rafael Cansinos-Assens in the prologue to the book.—And for those who would delve still deeper into Murcian poetry, we have the attractive volume of *Poetas murcianos*, an anthology collected by Raimundo de los Reyes. It is to be regretted that the compiler did not see fit to give us a few brief notes concerning each of the poets represented.—In his prologue to the *Alma española* of Luis Carpio Moraga, Francisco de Paul Ureña y Navas gives us some interesting details concerning how the poetic gift of the author came to be discovered.—The *Cantos de Otoño*, by Juan Antonio Cavestany, of the Royal Spanish Academy, brings renewed realization of the transitoriness of life. It is dedicated to his friend and fellow-academician Augusto González Besada, the statesman, critic, and historian of Gallegan literature, who, before another year had elapsed, had joined the great majority.—And finally, we mention the volume of poems by Antonio Casero, *De Madrid al cielo . . .*, in which the author attempts to make us love Madrid as he loves that romantic old city.

Scholarly works of interest to the student of things Spanish are pretty well represented in our list. Professor Ford's *Main Currents of Spanish Literature* is a very welcome book, and especially so for its last chapter on "High Points of Spanish-American Literature."—J. Givanel Más, the well-known Cervantes scholar of Barcelona (who completed the edition of *Don Quijote*, left incomplete through the death of his master, Clemente Cortejón), has continued his studies in the pamphlet, *Tres documents inèdits referents al Don Quijote*.—Max Henríquez Ureña (the celebrated Dominican writer, now resident in Cuba) delivered an interesting discourse at the opening of the academic year 1918–19. It has appeared under the title, *El ocaso del dogmatismo literario*.

For some years now the *Revue Hispanique* has been publishing more or less lengthy monographs concerning several of the literatures of Spanish America. Those that we recall off-hand are: F. García Godoy, *La literatura dominicana*, and a complementary study thereto for the colonial period by Pedro Henríquez Ureña (brother of Max Henríquez Ureña, mentioned above, and both of them sons of the poetess Salomé Ureña), *Literatura dominicana*; Ventura García Calderón and Hugo D. Barragelata, *La literatura uruguaya, 1757–1917*; Abel Alarcón, *La literatura boliviana* (1545–1916); and Ventura García Calderón, *La literatura peruana* (1535–1914). The latest of these monographs is the one listed in our GENERAL BIBLIOGRAPHY: Antonio Gómez Restrepo (secretary in the Ministry of Foreign Affairs and member of the Colombian Academy), *La literatura colombiana*. It is to be hoped that all these monographs will be published in book form.

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In *Sobre el estudio de idiomas*, the well-known scholar, Rodolfo Lenz (of the Instituto Pedagógico Nacional of Santiago, Chile), has written a very keen analysis of a work by one of his former pupils, Julio Saavedra Molina, which work *(Enseñanza cultural de idiomas extranjeros)* we have previously mentioned in these BIBLIOGRAPHICAL NOTES.

Ramón Menéndez Pidal has given us new and thoroughly revised editions of two of his most important works: the excellent *Manual de gramática histórica española* (now in its fourth edition) and his *Crónicas generales de España* (now in its third edition). It is earnestly to be hoped that he will soon give us a revised edition of his epoch-making *Leyenda de los Siete Infantes de Lara*, which has long been out of print and practically inaccessible.

The sumptuous volume entitled: *Archivo y Biblioteca de la Casa de Medinaceli: Series de sus principales documentos, 1ª—Histórica* is, as its name indicates, a series of documents photographically reproduced from the archives of the Duke of Medinaceli. This first series is composed entirely of historical documents for the years 860–1814. They have been selected and edited by the duke's librarian, the learned Chief of the Section of Manuscripts of the Biblioteca Nacional, who recently was pensioned, after long years of efficient service to the cause of scholarship.

Two books that will be particularly helpful to our teachers are the *Manual de pronunciación española* by Tomás Navarro Tomás (Spain's leading authority on experimental practical phonetics), and the fourth and last volume of the second, revised, and enlarged edition of that handy and useful (although perhaps a little too popular) résumé of Spanish literature *(La literatura española: Resumen de historia crítica)* by Angel Salcedo Ruiz. This last volume has an added interest because of the lengthy treatment accorded to regionalism and the Spanish-American authors.

For those who are obliged to treat of the cultural conditions in Spain during the Golden Age, there is an important book by Angel Ossorio, *Los hombres de toga en el proceso de D. Rodrigo Calderón.* This deals with the method of administering justice in those days, as exemplified by the trial of the Marqués de Siete Iglesias. The value of the book is enhanced by the fact that it reproduces the official court records with all their gruesome details of torture.

One can not help wishing that a Kindly Providence would perform the double miracle of making all our Senators able to read Spanish and then forcing them all to read that excellent book, *La nueva época y los destinos históricos de los Estados Unidos*, by Javier Prado. The learned Peruvian has here collected a speech that he made in 1906 as Minister of Foreign Affairs at the banquet given in honor of our own Secretary of State, Elihu Root; an article that he wrote in 1910 as Senator; and his long address as Rector of the University of San Marcos, delivered just after the signing of the armistice. These three documents, covering a period of some twelve years, show a consistent attitude of warm admiration for the idealism of the United States and set forth clearly the great confidence the author has in the spiritual vision and leadership of the United States in the present world crisis. We

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turn from the reading of these pages to the accounts of what our Senators have really done and our hearts sink with shame and dismay.

While we lament the loss of the great *tradicionista* Ricardo Palma, the venerable dean of Spanish-American letters, we are glad to record that his literary life has been projected into his son, the well-known journalist, Clemente Palma, and into his daughter, Angélica Palma, who for years served as his secretary, and who, only a short time before her father's death, published under the pen-name of "Marianela" a novel of customs, entitled *Vencida.*

JOHN D. FITZ-GERALD

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JOHN D. FITZ-GERALD

UNIVERSITY OF ILLINOIS

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HISPANIA

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EL MOVIMIENTO CIENTÍFICO EN LA ESPAÑA ACTUAL

Si alguna vez tuve el propósito de escribir sobre la situación de mi país en el dominio de la invesitgación científica, siempre me detuvo el recuerdo de las graves palabras de Giner de los Ríos: "Estamos en deuda con el mundo; necesitaríamos devolver a otras naciones siquiera la centésima parte de lo que recibmos de ellas." Tomando ese punto de vista, ciertamente es aun muy pronto para hablar en el extranjero de lo que España hace. Pero me decido a escribir, pensando que si el valor absoluto de nuestra productividad científica es muy escaso, el conocimiento de lo que hacemos actualmente en el campo de la ciencia interesará siempre a los hispanistas; para estos es difícil enterarse de la situación real de España, ya que las historias de nuestra literatura, en este punto, apenas hacen más que citar nombres; y las informaciones hechas por extranjeros en algunas revistas contienen inevitables deficiencias de juicio.

Es seguro que los lectores—sobre todo los españoles—encontrarán omisiones en mi estudio; aunque me he informado de personas competentes cuando he tenido que escribir sobre los asuntos en que no puedo tener opinión propia—que son los más naturalmente—no habré evitado el ser incompleto. De lo único que puedo responder es de no haber sido injusto; las personas que cito llevan en general la calificación que deben. Para esta valoración he tenido en cuenta consejos de especialistas, tan interesados como yo en que este cuadro de la ciencia española en la actualidad ofreciese el necesario claroscuro, y en que al lector extranjero se representase con verdad lo que hoy hacemos en este aspecto de la civilización.

Prescindiendo de algunas individualidades valiosas que se mueven en el fondo de las provincias, nuestra vida científica se desenvuelve

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en Madrid y Barcelona. Hablemos primeramente de Madrid, pues el movimiento catalán obedece en realidad a causas muy distintas de las que condicionan la vida del resto de España.

Durante el siglo XIX España apenas ha tenido producción científica que pudiese ser incorporada a la ciencia internacional. A fines del siglo comienzan a destacarse algunos nombres eminentes: Ramón y Cajal, histólogo, figura excepcional; en plano distinto figuraban, entre otros, Menéndez Pelayo, historiador de nuestra literatura: dentro de las ciencias naturales, Bolivar, Quiroga; en la química, Carracido; en la historia medioeval, Hinojosa; en el orientalismo, Codera y su escuela; en 1896 publica su primer libro Menéndez Pidal. En conjunto, empero, y en relación con el atraso general, esas individualidades, por valiosas que fuesen, no podían imprimir una tonalidad a la cultura nacional, ni, sobre todo, al conjunto de la instrucción pública.

El país sufría la pesadumbre de una tradición siniestra; los hombres más esclarecidos miraban con angustia los caminos reales del progreso, en todos sus aspectos (adelanto material, ciencias nuevas, evolución moral y política) y comprobaban doloridos que no se veían en ellos nombres españoles. De aquí surgió un pesimismo radical que aún extiende sus raíces al momento presente. Culmina aquel estado de ánimo en Joaquin Costa (1846–1911), espíritu admirable que con ademanes de profeta bíblico, intentó sacudir la inercia de la nación a raíz del desastre de 1898. El programa de Costa era doble; de una parte fué él quien lanzó la palabra "europeización"; pero, fundamentalmente, a él se debe la fórmula "despensa y escuela": el pueblo español está depauperado físicamente, y padece tremenda ignorancia.

Aparte de eso, Costa fué un investigador en el campo de la literatura, de la historia y del derecho. Mas en ningún orden so lograron plenamente sus generosos esfuerzos; la tarea que se propuso era y sigue siendo muy superior a las posibilidades de una sola persona. Su nombre y su obra, no obstante, se yerguen severamente en el umbral de la España moderna.

Junto a Costa debe recordarse a otros que hacia 1900 agitaban en diversa forma la conciencia colectiva. Ganivet († 1898), Picavea, Alas (Clarín) († 1901), y especialmente Unamuno, atrajeron la atención pública sobre temas de la vida nacional, comenzando el análisis y la crítica de las causas de nuestro profundo decaimiento. Y en la prensa y aun en la pura literatura se fomentó la reflexión

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sobre el pasado y el presente (Maeztu, Azorín, Baroja). Ninguna de estas fuerzas y aun otras de menor significación, pueden dejar de tenerse en cuenta al estudiar los precedentes del resurgimiento a cuyos comienzos asistimos hoy. Pero al pensar en las causas más inmediatas del rumbo que actualmente toman el cultivo de la ciencia y de nuestra instrucción pública, hay que hablar especialmente de un hombre extraordinario: Francisco Giner de los Ríos (1843–1915). Ningún español sintió con más acuidad el dolor ante el atraso español; estaba dotado de una fortaleza excepcional, y al mismo tiempo se condolía, con alma de niño, ante las angustias del país, al cual consagró, con devoción no igualada por nadie, su trabajo y su corazón. Un ideal místico exaltó su espíritu, libre, por otra parte, de concretas preocupaciones religiosas; y así sembró devociones amistosas por todas partes, suscitando un vago espíritu de proselitismo en sus discípulos más inmediatos.

Prescindiendo de su ideal filosófico, Giner de los Ríos persiguió fines muy determinados en cuanto a la reorganización de la cultura nacional. En 1875 fué expulsado de la cátedra por sus ideas liberales, y desde entonces comenzó a pensar que la reforma de nuestra instrucción pública debía prepararse desde fuera de la universidad y de los organismos oficiales. A esto debió su origen la "Institución libre de enseñanza,"[1] al principio una universidad libre, que ha ido evolucionando en el sentido de una escuelá de primera y segunda enseñanza. La importancia de este centro no radicó, sin embargo, tanto en la instrucción que en él se hubiese dado, como en la fuerza atractiva de Giner de los Ríos, que supo crear en torno de aquella casa de educación un amplio círculo social, formado por científicos, artistas, políticos e incluso industriales y comerciantes, los cuales recibían del maestro, en forma viriadísima, un consejo y un aliento para realizar dignamente su función en la sociedad. Este modo original de sacerdocio laico permitía a Giner reunir en torno suyo a católicos y a ateos, a ricos y a humildes, pues cierta concepción

[1] Publica una revista de vulgarización pedagógica: *Boletín de la Institución libre de enseñanza.* Sobre la Institución ya escribía en 1881 el eminente lingüista Schuchardt: "Leute, welche, sich an die Madrider *Institución libre de enseñanza* anlehnend, nach allen Seiten hin den wissenschatlichen Horizont ihrer Landsleute zu erweitern bestrebt sind." (*Zeitschrift roman, Philologie,* V. 249). V. COMPAYRÉ, *Etudes sur l'Education et sur l'enseignement,* Paris, Hachette; *Revue Pédagogique,* 15 enero 1886; J. GUILLAUME. *Un pédagogue espagnol contemporain; M. Francisco Giner* en *Revue Pédagogique,* abril 1890.

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espiritualista de la vida,[2] combinada con una exquisita sensibilidad, alejaron siempre de su ánimo el exclusivismo y la violencia.

Muerto el maestro en 1915, su obra ha hallado un continuador en Manuel B. Cossío, pedagogo y crítico de arte a quien debemos la mejor monografía sobre pintura española.[3] Su labor en la cátedra de Pedagogía de la universidad y en la dirección del Museo Pedagógico, y sobre todo la acción social que constantemente está realizando este hombre de fina inteligencia y a quien guía el más alto ideal patriótico, no están reflejadas por ninguna de sus obras escritas.

El hecho más importante dentro de la vida científica de la España actual fué la creación de la *Junta para ampliación de estudios,* en 1907. A la sazón las Universidades lleveban una existencia poco fecunda para la ciencia, no precisamente por falta de investigadores —pues algunas de aquellas contaban con hombres eminentes—sino más bien por ausencia de una adecuada organización. Las causas de un mal tan evidente eran viejas y complicadas, y no es ahora el momento de exponerlas. Lo cierto es que un auxilio directo a las universidades no parecia entonces que pudiese dar buenos frutos: se juzgó más conveniente agrupar en un molde absolutamente nuevo y desligado de toda burocracia a las figuras más salientes de nuestra cultura, perteneciensen o no a la universidad y cualquiera que fuese su posición política o religiosa. La Junta quedó pues formada en 1907 por S. Ramón y Cajal, como presidente; y por Joaquin Costa, Marcelino Menendez Pelayo († 1912), director de la Biblioteca Nacional, eminente historiador de la literatura patria, cuya visión profunda y artística guiarán durante mucho tiempo a cuantos se ocupen del pasado español; E. de Hinojosa, Menéndez Pidal, y de muchos más; de algunos de ellos hablaremos con detalle en las páginas siguientes.

De modo indirecto vinieron a dar fuerza al movimiento que se condensó en la Junta algunos núcleos de cultura que habían surgido

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[2] Su ocupación oficial fué la de profesor de Filosofía del derecho en la Universidad de Madrid. Consúltese: F. DE LOS RIOS, *La filosofía del derecho en don Francisco Giner y su relación con el pensamiento contemporáneo,* Madrid 1916. Sus obras completas están publicándose, demasiado lentamente por desgracia. Han salido: *Principios de derecho natural,* 1916 y *La Universidad española,* 1916. (V. la lista de sus publicaciones en el *Boletín de la Institución libre de enseñanza,* febrero 1915, p. 38.) Entre el extenso número de sus escritos merecen notarse: *Estudios sobre la persona social* 1899; *Filosofía y sociología,* 1904; *Ensayos sobre educación,* 1915; y bastantes más.

[3] *El Greco,* 1908. Madrid, Suárez.

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en universidades de provincia, sobre todo en Oviedo y Zaragoza. La universidad de Oviedo adquirió hacia 1900 cierta vitalidad pedagógica, y logró algún relieve en el desierto cultural de nuestras provincias. El alma de aquel resurgimiento fué Leopoldo Alas (ya citado), inteligencia preclara, que en la literatura y en la crítica dió notas originalísimas. Entre otros profesores salientes de aquella época merecen citarse R. Altamira, A. Buylla, A. Posada,[4] que con algunos más, iniciaron una campaña cultural cuyos resultados habrían sido importantes si otras universidades hubiesen seguido el ejemplo.

Algunos profesores de la universidad de Zaragoza intervinieron en la creación de la revista "Cultura Española" (Madrid, 1906–1910), continuación de la "Revista de Aragón." Los arabistas Ribera y Asin, de que luego hablaremos, intervinieron principalmente en ese renacimiento científico. También trabajaba en Zaragoza Eduardo Barra, historiador, ahora en la universidad de Madrid. En la actulidad la universidad de Zaragoza, en armonía con su tradición, aspira a secudir un poco la apatía de la vida universitaria con su "Centro de estudios e investigaciones técnicas" y con el "Laboratorio de investigaciones bioquímicas," ambos recién creados; aun es pronto para hablar de sus frutos.

Era ese el aspecto que ofrecía la vida científica española, hacía 1907, prescindiendo de detalles y personas que no podían caber en este somero relato, cuando se creó la "Junta para ampliación de estudios" por el ministro liberal Gimeno;[5] no obstante, quien indirectamente suscitó esta innovación fué Giner de los Ríos, el cual, de esta suerte, incorporaba a la instrucción pública buena parte de sus ideales. Viendo que en la universidad existían personas que individualmente producían ciencia, y que gozaban de la estimación internacional, y que por otra parte fuera de la universidad se encontraban muchos elementos aptos para una producción valiosa, el pensamiento primordial de los organizadores de la "Junta" fué agrupar los más altos representantes de la cultura española, dotándolos de medios de acción para que, sin la menor traba burocrática, fuesen actuando sobre la juventud, y formasen así núcleos productores de ciencia.

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[4] Más adelante hablaremos de la actividad de estos profesores. Sobre este punto cons. F. GINER DE LOS RÍOS, *La universidad española*, 1916, p. 273.

[5] Poco después fué paralizada por el maurista Rodriguez San Pedro; la incultura de este hombre, unida al miedo de los conservadores hacia lo nuevo, pudo ser funesta para la "Junta" en sus primeros tiempos.

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La labor de la "Junta" es múltiple: envía a estudiantes y profesores a proseguir sus estudios en el extranjero, trae a España especialistas para que comuniquen sus métodos a nuestros estudiantes; organiza cursos de cultura española para extranjeros; prepara profesores de español para satisfacer las peticiones que hacen las universidades de fuera, especialmente las de Norte América; pero su función primordial es la indicada anteriormente: fomentar la investigación científica dentro de España, agrupando e intensificando los esfuerzos antes aislados de aquellos que sólo tenían contacto con el extranjero, en donde casi siempre se habían formado.[6]

Dado el carácter de nuestras costumbres y de nuestra tradición, algo refractarias a la tolerancia, no es ocioso notar que la "Junta" ha cumplido la misión de reunir a personas y entidades prescindiendo en absoluto de prejuicios religiosos o políticos; los librepensadores trabajan junto a los sacerdotes sin que de ello emane dificultad de ninguna índole. De esta suerte se realiza en ciento modo el amplio ideal de su inspirador, respetuoso con todas las confesiones y todas las escuelas.

Una prueba de la autoridad que ante el gran público ha adquirido la "Junta" son sus centros pedagógicos: "Residencia de estudiantes" (director Alberto Jiménez), donde los estudiantes encuentran un ambiente elevado tanto en el orden científico (laboratorios, biblioteca) como en el de la cultura general (conferencias, conciertos, sport, etcétera).[7] Especialmente debe citarse el "Instituto-Escuela de Segunda Enseñanza," primer liceo de carácter moderno que se crea en España, independiente de los restantes del Estado, y que tiende a dar una preparación amplia y moderna a sus alumnos.

Como figura extraordinaria de la "Junta" y de la ciencia española debe citarse ante todo a su presidente, Santiago Ramón y Cajal, histólogo que figura entre los primeros del mundo, premio Nobel.[8] Bajo su dirección labora un núcleo de especialistas distinguidísimos.

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[6] Ha contribuido notablemente a hacer posible en la práctica la obra de la "Junta" el secretario José Castillejo; su ideal y su actividad se ponen cada día a prueba en la labor penosa que desempeña.

[7] Además de realizar una obra educativa, el Sr. Jiménez ha organizado una serie de publicaciones de vario carácter, cuyo detalle puede verse en el *Catálogo de la Junta*, 1918, p. 50 (Hay libros de Azorín, Ortega y Gasset, Unamuno, etc.)

[8] Careciendo de toda competencia para hablar de su obra, me limito a señalar los libros en que él mismo informa sobre su actividad; *Recuerdos de mi vida*, Madrid, 1917 (al final hay una bibliografía de 227 publicaciones).

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y en conexión con él se encuentran también muchos de los representantes de la medicina moderna en España.[9]

Mencionaré especialmente a Nicolás Achucarro, muerto recientemente en la plenitud de la producción, cuando realizaba descubrimientos transcendentales para la biología del sistema nervioso. Su pérdida es irreparable, pues pocas veces es dable hallar reunidas en un solo hombre tan bellas y complejas cualidades: sensibilidad para el arte y para todo lo humano, admirable técnica de profesional y talento constructivo para adelantar graves hipótesis.

He aquí otros ilustres científicos de la Junta.[10] Ignacio Bolivar, director del Museo de Ciencias naturales, entomólogo de primer orden, punto de partida de una escuela de naturalistas. Todos ellos se agrupan en el "Instituto nacional de ciencias" bajo la suprema dirección de Ramón y Cajal; de ese Instituto es secretario el físico Blas Cabrera.[11] En él figuran los geólogos Eduardo Hernandez-Pacheco[12] y Lucas F. Navarro,[13] el físico E. Moles,[14] el matemático Julio Rey Pastor.[15]

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[9] Aquí debería hablar de los estudios médicos; no lo hago por haber tropezado con dificultades a querer reducirlos a un esquema. La medicina se encuentra muy adelantada y son muy numerosos los médicos autores de estimables contribuciones a la ciencia. Tampoco hablo de la ingeniería, por haberme sido difícil adquirir fácil y segura información.

[10] Quien desee conocer el detalle completo de la organización de la Junta, debe consultar sus *Memorias*, (5 vols.) y el *Catálogo de publicaciones* que se remite gratuitamente dirigiéndose a la "Secretaria de la Junta para ampliación de estudios," Moreto, 1, Madrid.

[11] Su labor más importante referente a la magnetoquímica, está expuesta en la revista *Scientia*, mayo de 1917: *Les propriétés magnétiques et la structure de l'atome*.

[12] Son numerosas sus publicaciones en revistas técnicas de España y del extranjero. *Estudio geológico de Lanzarote y las de las Isletas Canarias; Los vertebrados del mioceno continental en la Península Ibérica; Geología y paleontología de mioceno en Palencia*. La importancia que en España tienen las cavernas prehistóricas, llevó a la Junta a confiar al Sr. H. Pacheco la organización de la "Comisión de investigaciónes paleontológicas y prehistóricas," que desde 1913 ha realizado una importante labor.

[13] Autor de estudios relativos a los territorios volcánicos de España.

[14] Químico-físico, consagrado a estudios estequiométricos; ha sido privatdozent en la universidad de Ginebra.

[15] El aspecto original de su obra está expuesto en la revista *Scientia*, junio de 1918: *La systematisation de la géométrie au moyen de la théorie des groupes*. Además deben ser citados; *A. del Campo* (trabajos sobre el espectro del silicio y del calcio); *J. Guzmán* (que ha rehecho el análisis electrolítico, eliminando el material de platino); *S. Piña* (químico-mineralogista).

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La química esta representada principalmente por J. R. Carracido, rector de la universidad de Madrid, profesor de química biológica.[16] J. Casares, profesor de la universidad de Madrid.[17] A. Madinaveitia, profesor de universidad, que, comenzando su carrera científica, ha realizado ya importantes trabajos de quimica biológica.

Después de hablar de los que trabajan en los laboratorios de la "Junta," citaré aún algunos nombres de nuestra ciencia. L. Torres Quevedo, eminente director del laborarorio de automática; su labor especial se refiere a este capítulo de la mecánica aplicada.[18] Ha inventado importantes máquinas algébricas y de cálculo, publicando diferentes trabajos acerca de ellos.[19]

Domingo de Orueta,[20] autor de bastantes trabajos sobre petrografía, microscopia y luz ultravioleta.

Me doy cuenta de que esta exposición tendrá muchos defectos; pero no me esforzaré nada para prolongar mi estancia en esta *terra incognita* de los estudios científicos, llena para mí de sombras y de temores.

Voy a tratar ahora, con alguna más extensión, de las ciencias relativas a la lengua, a la historia y a la literatura, no porque tengan más importancia ni porque su cultivo sea en España más intenso que el de los estudios antes mencionados, sino sencillamente por ser estos asuntos menos extraños a mi competencia. De no redactar este artículo un grupo de especialistas, siempre habrían de resultar desigualdades semejantes en el conjunto.

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[16] Ha resumido sus puntos de vista científicos en *Scientia* (*Les fondements de la biochimie*), 1917, XXI, p. 130. Es curioso notar que Carracido se ha interesado por las cuestiones literarias: *El P. José de Acosta y su importancia en la literatura científica española*, 1899, es la obra fundamental para el conocimiento de este historiador de las Indias.

[17] Autor de un tratado de *Análisis químico*. Tienen interés sus investigaciones publicadas en la *Zeitschrift für analytische Chemie, XXXIII* (sobre el azufre); XXXIV (investigación del fluor en las aguas minerales); XLIV (el fluor en aguas del Pirineo y del Yellow-Stone Park); la *Revista española de físico-química* contiene también observaciones suyas sobre el ácido carbónico y el bromo.

[18] V. en la *Revue générale des sciences* (15 nov. 1915) su artículo *Essais sur l'Authomatique*.

[19] V. *Mémoires des savants étrangers* de l'Académie des Sciences de Paris corporación que recientemente le premió por un trabajo.

[20] Miembro de la *Royal Microscopical Society* (Londres), de la *American Microscopical Society*. Internacionalmente es muy estimada su colaboración técnica en cuanto a la construcción de cristales científicos.

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Al hablar de filología, historia, etc., conviene advertir que la materia de esos estudios es casi exclusivamente la española: este aspecto es necesario indicarle para formarse una idea un poco exacta de nuestra situación.

España no hace nada que merezca notarse en el dominio de la filología clásica; existen cátedras de latín y griego en las universidades, pero lo corriente es que la enseñanza en ellas resulte la de un liceo extranjero, ya que los profesores consagran las clases a enseñar a traducir esas lenguas. La consecuencia es que no pueden citarse libros incorporables a la bibliografía europea sobre la materia.[21] La lingüística indoeuropea no es tampoco objeto de cultivo científico.

Un defecto, realmente vergonzoco, de nuestra vida cultural es la ausencia de cátedras de lenguas modernas en las universidades: no se enseña francés, ni inglés, ni italiano, ni alemán. En consonancia con tal deficiencia está el hecho de que en España no se contribuya al conocimiento de las lenguas y las literaturas modernas; aunque esta es la causa, más bien que el efecto, de que no existan dichas clases en la universidad.

Junto a tal penuria, es confortador dar noticia de la importancia de los estudios arábigos entre nosotros. En realidad el estudio del árabe ha constituido siempre una rama de la cultura nacional, pero en la época presente llega a una altura considerable merced a la escuela de orientalistas, cuyo fundador fué Francisco Codera Zaydin (1836–1917). Los diez volúmenes de la *Biblioteca arábico-hispánica* y multitud de otros estudios dan muestra de su ejemplar actividad.

La escuela de Codera está hoy representada de modo notable por Miguel Asin y Julian Ribera, conocedor, el primero de los intrincados problemas de la filosofía árabe,[22] y sagaz investigador de las rela-

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[21] Hay que mencionar empero a P. U. Gonzáles de la Calle, (Salamanca) que da un sentido más moderno a su enseñanza; entre otros estudios suyos (sobre Fox Morcillo, Mariana, véase *Análisis métrico del Carmen LXIII de Catulo*, en *Revista de Archivos*, 1916. En el "Centro de estudios históricos" se ha organizado una sección para publicar textos latinos medievales de España, bajo la dirección de Z. García Villada; se han hecho ya varios interesantes trabajos.

[22] *Mohidin* (en *Homenaje a Menéndez Pelayo*, Vol. II, pág. 219; Madrid, 1899), *Algazel: dogmática, moral, ascética* (Zaragoza, 1901; *El averroismo teológico de Santo Tomás de Aquino* (*Homenaje a Codera*, pág. 271, Zarazoga, 1904) *Aben Masarra y su escuela. Orígenes de la filosofía hispano-musulmana* (Madrid, 1914); *Los caracteres y la conducta. Tratado de Moral por Abenhazam de Córdoba* Madrid, 1916); *Original árabe de la "Disputa del asno*

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ciones entre la literatura árabe y la de los pueblos románcos; historiador el segundo de las instituciones y del arte literario de los árabes en España y en general de su civilización:[23] a él debemos conocer más exactamente las condiciones de la vida durante el califato de Córdoba, sin los errores que acumuló la fantasía. Ambos ilustres maestros cuentan felizmente con bastantes discípulos, que garantizan ya que no han de interrumpirse las investigaciones en este punto. Hasta el año último, todos ellos formaban parte de la "Junta para ampliación de estudios."

Debe mencionarse también a Mariano Gaspar, profesor de hebreo en nuestra Universidad, autor de estimables trabajos sobre el reino moro de Granada y director de la "Revista del Centro de estudios históricos de Granada."[24]

Vengamos ahora a los estudios hispánicos propiamente dichos, objeto de mi afición y que examinaré con alguna mayor amplitud. El escritor de más relieve dentro del hispanismo es Ramón Menéndez Pidal (n. en 1869), miembro de la "Junta para ampliación de estudios" y director del "Centro de estudios históricos," que hace juego con el "Instituto nacional de Ciencias" antes mencionado, y que dirige Ramón y Cajal; éste y Menéndez Pidal son realmente las dos personalidades más extraordniarias en la actual ciencia española. Ambos presentan como rasgo común el haberse formado merced a una exaltación del proprio esfuerzo, con la vista dirigida hacia la ciencia universal, más bien que hacia el ambiente en que transcurrió su juventud.

Antes de 1905 la linguística española era cultivada casi exclusiva-

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contra Fr. Anselmo de Turmeda" (en la *Revista de Filologia española*, Madrid, 1914). [Ultimamente ha publicado un estudio que despertará vivo interés en Italia: *La escatologia musulmana en la "Divina Comedia,"* 1919.]

[23] *Orígenes de la Justicia de Aragón* (Zaragoza, 1897); *La enseñanza, entre los musulmanes españoles* (Zaragoza, 1893); *Bibliofilos y bibliotecas en la España musulmana* (Zaragoza, 1896); *El cancionero de Abencuzman* (discurso de ingreso en la R. Academia española, 1912); *Historia de los Jueces de Córdoba, por Aljoxani* (Madrid, 1914); Discurso en la R. Academia de la Historia (1915) sobre *poesía épica entre los musulmanes españoles*). Lo mismo Asín que Ribera tienen interesantísimos artículos publicados en la *Revista de Aragón* (Zaragoza, 1900-5) y *Cultura Española* (Madrid, 1906-10).

[24] Aunque el vascuence se estudia principalmente en el extranjero, contamos en España con basquistas muy distinguidos: JULIO DE URQUIJO, director de la *Revista internacional de estudios bascos;* CARMELO ECHEGARAY historiador de la región; R. M. DE AZKUE, autor del mejor diccionario vasco-español; y otros de menor importancia.

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mente por extranjeros; actualmente, gracias a Pidal, la Bibliografía española sobre la materia iguala en calidad a la del extranjero, y en muchos aspectos es superior. Su edición del Poema del Cid[25] constituye un estudio acabadísimo de la lengua medieval y es al mismo tiempo una visión de la literatura épica, centro de las investigaciones literarias del autor.[26] Aparte de esto ocuparía bastantes páginas la cita de los trabajos de Pidal sobre dialectos españoles, geografía lingüística, ediciones de textos de toda índole, etimologías, etc. Esta inmensa labor será coronada por tres obras capitales: la *Historia de la lengua española,* el *Romancero español* y la *Historia de la poesía épica,* en las que armoniosamente se fundirán las diversas corrientes que cruzan la vida de trabajo y de inteligencia de M. Pidal. Lo mismo que otros grandes investigadores antes mencionados, M. Pidal cuenta con un número respetable de discípulos y colaboradores formados en su escuela, que rodean al maestro en la sección de filología del "Centro de estudios históricos." El órgano científico de este grupo es la *Revista de filología española.* La *Revista de filología* encierra ya trabajos fundamentales; entre todos merece notarse *Roncesvalles,* de M. Pidal. Dos borrosos trozos de pergamino han bastado al maestro para reconstituir la vida poética del tema de Roldán en nuestra Edad Media, sacando consecuencias que vienen a corroborar su teoría sobre los cantares de gesta.[27]

Además de este núcleo de filólogos que trabajan en el "Centro de estudios históricos," la crítica literaria (histórica y actual) cuenta en España con bastantes cultivadores. Francisco Rodríguez Marín es autor de la mejor edición del *Quijote* y esclarecedor inteligente de muchos puntos de nuestra historia literaria mrced a sus nvestigaciones en nuestros archivos. A pesar de su estilo a veces difuso y de su voluntario alejamiento de los métodos modernos de la investigación literaria y filológica, sus trabajos sobre folk-lore andaluz, sobre Cervantes y la lengua del Siglo XVI, merecen ser colocados a gran altura.

Sólo por la gran suma de materiales que ha acumulado, debe mencionarse a Emilio Cotarelo, secretario perpétuo de la Real Academia Española, pésimo editor de las obras de Lope de Vega y narrador vulgar de varios episodios literarios.

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[25] *Cantar de mio Cid,* texto, gramática y vocabulario, 3 vols., 1908–1911.

[26] *La leyenda de los siete infantes de Lara,* 1896, estudio que impresionó profundamente a Gaston Paris.

[27] El "Centro de Estudios históricos" ha publicado ya más de 40 volúmenes. V. *Catálogo,* p. 15.

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Se refiere a asuntos muy diversos la obra de Adolfo Bonilla, profesor de historia de la filosofía en la universidad de Madrid, tratadista de derecho mercantil, editor de textos jurídicos, poeta, novelista, historiador de la filosofía árabe, filólogo, biógrafo de Luis Vives, editor de Cervantes, crítico de la literatura moderna, director de la *Revista crítica hispano-americana*, etc. Sería injusto desconocer el interés de muchas de sus publicaciones para la historia de la literatura y de la civilización españolas (libros de caballería, Erasmo, teatro del siglo XVI, etc.), pero es lamentable que un investigador tan valioso haya dispensado sus fuerzas por dominios tan inusitadamente amplios y heterogéneos.

Mencionemos aún a Narciso Alonso Cortés, profesor en Valladolid, autor de un interesante libro sobre Zorilla y de numerosos trabajos sobre la literatura del siglo XVII; Francisco A de Icaza, muy versado en el conocimiento de las relaciones literarias entre España e Italia, crítico cervantino, y entre cuyos varios trabajos merecen notarse *Las novelas ejemplares* y una buena edición de Juan de la Cueva (siglo XVI); citemos aún a Hazañas la Rua, a Lombay Pedraja, que con otros muchos, se ocupan en aclarar puntos concretos de nuestra historia literaria.[28]

Una enumeración como ésta siempre resultará incompleta y no dará al lector una visión muy clara del conjunto; pero es dificil presentar en otra forma lo que tenemos. Es este un momento de preparación, de transición en la crítica literaria; lo general es que los estudios se mantengan dentro de la erudición, secuela del positivismo del siglo pasado, y que ofrece la comodidad de dar resultados aparentemente construídos. El valor puramente científico lo hallamos o en la reconstrucción del pasado con métodos filológicos, en que la preparación de los materiales de trabajo supone y revela una técnica personal (dirección de Menéndez Pidal y de Hinojosa), o en la crítica más moderna, que comienza a analizar la naturaleza del fenómeno histórico y literario. En este sentido se nos ofrece rica en promesas la obra de José Ortega y Gassett, profesor de filosofía en la universidad, uno de los espíritus más finos de la época actual,

[28] Publica en la actualidad una *Historia de la literatura española*, en diez tomos, Julio Cejador; como el volumen podría engañar, estoy en el deber de advertir que se trata de una obra disparatada, copia cínica y sin la menor crítica de cuantos libros han pasado por manos del autor, quien anteriormente ha escrito otra extensísima obra para demostrar (?) que todas las lenguas proceden del vascuence (una caricatura de Trombetti).

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cuyos ensayos, en un estilo consciente de ser innovador, se caracterizan sobre todo por una novedad y un brío de pensamiento no usados antes en España en lo que afecta a las cuestiones literarias. Su producción, hasta hoy no muy numerosa, participa de la literatura y de la ciencia: *El espectador* (publicación de estilo muy personal, que encierra artículos de vario carácter); *Meditaciones del Quijote* y artículos en revistas y periódicos. Las *Meditaciones,* comienzo de una linda serie, aspiran principalmente a fijar el concepto de novela en relación con el *Quijote.* Como otros españoles de primer order, Ortega no ha podido hacerse sordo a las inquietudes del ambiente, y desde el periódico se esfuerza por orientar a la opinión marcando caminos ideales. Pero su labor principal está dentro de la crítica literaria y de la pura filosofía, en la cual es hoy nuestra máxima esperanza.[29]

Terminaré esta lista hablando de Miguel de Unamuno y de Azorín, a quienes antes cité de pasada. Realmente Unamuno no es un científico; aunque su ocupación oficial es la de profesor de griego en Salamanca, la filología clásica no le ha hecho célebre. Pero a pesar de eso hay que citar aquí a este escritor admirable—imbuído de misticismo, de personalismo y de arbitrariedad—por ser una de las más grandes figuras del espíritu español contemporáneo. Su producción literaria y su acción personal son y han sido un elemento de renovación y de aliento para el país. Sus campañas intensas y vibrantes en pro de una mayor modernidad en la vida pública influyen indirectamente en el resurgir de la cultura española que hoy se dibuja en las formas más diversas.

De Azorín no es este el momento de hablar con detenimiento:

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[29] Los estudios filosóficos atraviesan honda crisis en España, pues en parte son patrimonio de la vacua palabrería o de la barbarie clerical; falta por lo demás una tradición científica que sirva de sostén y de punto de referencia a la filosofía. Como elementos nuevos de los cuales cabe esperar una producción cotizable en Europa, citaré a Manuel G. Morente, traductor de Kant, autor de dos excelentes libros, *La filosofía de Kant, La filosofía de Bergson* (1917), F. Rivera (discípulo de Giner de los Rios), *Lógica de la libertad* (1918). Los estudios pedagógicos no cuentan con extensa bibliografía; suscitados por la acción pedagógica de Cossio (véase antes pág. 189) aparecen los trabajos de L. Luzuriaga sobre el estado de nuestra enseñanza en relación con la del extranjero y de D. Barnés sobre bibliografía paidológica. Con escaso método ha formado una extensa bibliografía pedagógica Rufino Blanco. Debe notarse la acción pedagógica de Luis de Zulueta, profesor de la "Escuela Superior del Magisterio," que en artículos y en conferencias trabaja por levantar el ideal de la gente moza.

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su obra cae más bien dentro del terreno del arte puro. Pero siempre se le deberá mencionar como el origen de un interés nuevo y actual por las tradiciones de la mente y de la sensibilidad españolas. Su visión de nuestro pasado literario, a la vez amorosa y crítica, no ha tenido poca influencia en la formación espiritual de nuestra generación.[30]

La historia de nuestra civilización no ha logrado aún, en general, gran esplendor científico. En lo que atañe a la historia de las instituciones medioevales contamos con un investigador, Eduardo de Hinojosa (1853–1918),[31] en quien el rigor de la técnica va acompañado de amplitud en la concepción histórica. Este sabio estaba preparado maravillosamente para haber hecho una Historia de nuestra Edad Media. [32]

Rafael Altamira ha realizado investigaciones concretas acerca de la vida jurídica en nuestro país; pero su nombre como científico va unido a la *Historia de España y de la civilización española* (4 tomos) en que se exponen los resultados más importantes acerca del pasado español.[33]

Son numerosos los autores de monografías hostóricas;[34] P. Luciano Serrano (*La Liga de Lepanto, Correspondencia diplomática entre España y la Santa Sede,* etc.), Antonio Ballesteros (*Sevilla en el siglo XIII*) ;[35] Eduardo Ibarra (*Colecciones de textos medioevales,* estudios sobre la época de los Reyes Católicos); A. Jimenez Soler (Relaciones de Aragón con los musulmanes); M. Serrano Sanz (además de multitud de eruditas investigaciones literarias, estudió los orígines del Condado de Ribagorza, los comienzos de lo dominación española en América y la primitiva pintura aragonesa); G. Maura *(Carlos II y su Corte).* Julián Paz y Cristobal Espejo

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[30] Entre los críticos de la literatura moderna figuran E. Diez-Canedo, R. Pérez de Ayala, R. M. Tenreiro, y muchos otros, conocidos principalmente por una labor literaria que escapa aquí a nuestra mención.

[31] *Historia general del Derecho* (sin concluir); *El elemento germánico en el Derecho español* (1908); *El régiment señorial en Cataluña durante la Edad Media* (1905), etc. [Al corregir estas pruebas debo señalar la muerte del profesor Hinojosa, pérdida irreparable para la ciencia.]

[32] Entre los que podrían continuar la obra de Hinojosa figuran G. Sánchez Ramos Loscertales y S. Albornoz investigadores del derecho medioeval.

[33] Altamira es además un gran propulsor de las relaciones culturales entre España y América.

[34] Véase la bibliografía al final del tomo IV de la *Historia* de Altamira.

[35] Acaba de salir el primer tomo de su *Historia de España,* espléndidamente editada y con abundante bibliografía.

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(*Las ferias de Medina del Campo*, muy importante para la vida económica en los siglos XVI y XXII); etc.

Los estudios jurídicos tienen numerosos cultivadores en España aunque no son muchos los que dan a su obra un sello rigurosamente científico. Un penalista eminente, que acaba de fallecer, era Pero Dorado Montero (Universidad de Salamanca), especial conocedor del movimiento jurídico italiano, autor de multitud de trabajos que revelan un profundo pensar: *Valor social de leyes y autoridades.*[36] *El derecho y sus sacerdotes.*[37]

En los estudios de derecho civil sobresale singularmente Felipe Clemente de Diego, agregado a la "Junta para ampliación de estudios," donde cuenta con un importante núcleo de discípulos.[38]

Adolfo Posada, antes en la Universidad de Oviedo ahora en la de Madrid, ha publicado numerosos estudios de carácter sociológico y jurídico: sus obras más importantes son: *Tratado de derecho político*[39] y *Derecho administrativo.*[40]

Son asimismo interesantes los estudios sociales de A Buylla (*El obrero y las leyes; La protección del obrero*), cuya acción social directa, es, empero, más importante que sus libros.[41]

La economía nacional tiene un cultivador extraordinario en A. Flores de Lemus, profesor de Barcelona, pero agregado hace años al Ministerio de Hacienda; su labor original ha de buscarse en las memorias, y publicaciones anónimas del ministerio, inspiradas y dirigidas por él. Junto a Flores se ha formado una escuela de econo-

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[36] Cuya idea capital ha influido poderosamente en algunos de los pensadores franceses que figuran a la cabeza de la corriente sindicalista; por ejemplo, en Maxime Leroy.

[37] También cuentan científicamente los estudios de C. Bernaldo de Quiros, *Modern theories of criminality*, Londres 1911 (forma parte de la serie limitada de obras no inglesas de *The modern Criminal Science series*); *Verbrechertum und Prostitution in Madrid* (*La mala vida en Madrid*, en colaboración con J. M. Llanos Aguilaniedo), con prólogo de César Lombroso, Berlin, 1909. En otro sentido es importante su libro *Yelaba y el bajo Lucus*, 1914, para el conocimiento del pueblo marroquí (etnografía, derecho).

[38] Entre otros, L. Alas, D. de Buen, E. Ramos.

[39] Cuya traducción italiana publica ahora la Biblioteca al alemán.

[40] La parte española de ambos tratados ha sido traducida al alemán.

[41] F. de los Ríos, profesor de derecho político en Granada, se ocupa en filosofía del derecho y en la historia de nuestro derecho constitucional, según muestran los varios estudios de que es autor.

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mistas, cuya acción en la universidad dará pronto frutos (Carande, Olariaga, Viñuales, etc.).[42]

La historia del arte cuenta con bastantes cultivadores, que van precisando el conocimiento del patrimonio artístico de la nación. Como en otros casos, los estudios se circunscriben a lo español: y dentro de este campo los trabajos existentes se inclinan, en general, hacia la erudición más bien que el análisis de la zona más profunda en que realmente habita la esencia del arte. En este punto es excepcional la monografía de Cossío, *El Greco*, antes citada (p. 189), que realmente marca una época por el alcance ideal de sus análisis y por el sentido histórico que revela.

La crítica pictórica debe también a Aureliano de Beruete dos bellas obras: *Valdés Leal* y *Goya*, que revelan segura orientación en el autor. Los numerosos trabajos de Elías Tormo, decano de la Facultad de Letras de Madrid, profesor del Centro de Estúdios históricos, se refieren a muy varios dominios del arte, y encierran novedades en cuanto a la sistematización de los datos y a las conexiones que establece entre el arte y la historia general de España: *Jacomart* (pintor valenciano del siglo XV); *Las tablas de Játiva; Las descalzas reales* (estudio de los cuadros de este monasterio madrileño), etc.

Los estudios arqueológicos tienen un eminente representante en M. Gómez Moreno, profesor del Centro de Estudios históricos, que con suma competencia ha formado el inventario artístico de cinco provincias (Avila Granada, Leon, Salamanca y Zamora).[43] Además de ésto son notables sus investigaciones sobre el arco de la herradura, iglesias mozárabes, epigrafía y tantas otras (cerca de 40), monografías que demuestran conocimiento enciclopédico de la alta edad media y una rara precisión científica.

Ténganse presentas además los nombres de Vicente Lampérez, primer historiador sistemático de nuestra arquitectura; R. Velázques (*Arte del califato de Córdoba*); J. R. Mélida, ocupado en el estudio de la arqueología clásica e ibérica; J. Osma, autor de interesantes trabajos sobre artes industriales, cerámica y azabaches; R. de Orueta, del Centro de Estudios históricos, especialista en historia de la escultura española: *Berruguete* (siglo XVI), *Pedro de Mena* (siglo

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[42] Coincidiendo con esta corriente trabaja el economista F. Bernis, profesor en Salamanca, autor de varias monografías y de el libro *Hacienda española*, 1918.

[43] Depositados en el Ministerio de Instrucción publica, donde pueden consultarse, y que por descuido incomprensible no publica el Estado.

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XVII), la *Escultura funeraria*, obras que siempre acentúan lo expresivo y emocional en el arte; L. Tramoyeres (arte valenciano).

Las principales revistas de arte son: *Boletín de la sociedad española de excursiones* (Madrid), *Boletín de la Sociedad Castellana de excursiones* (Valladolid), *El arte español* (Madrid), *Museum* (Barcelona), *Archivos de arte valenciano* (Valencia).

La historia de la música española: está bien presentada por Rafael Mitjana, diplomático y colaborador del Centro de Estudios históricos, autor de la parte española en *l'Encyclopédie de la musique du Conservatoire de Paris;* del *Catalogue des imprimés de musique* de la Universidad de Upsala; *Don Fernando de las infantas,* téologo y músico (siglo XVI); *Estudios sobre algunos músicos españoles del Siglo XVI;* y de muchos otros trabajos reveladores de singular laboriosidad y de amplísimos conocimientos sobre este aspecto de nuestra historia.

CATALUÑA

La región catalana se desenvuelve en el orden científico con independencia del resto de España; y como muchas de sus publicaciones no están escritas en español, esto explica que tratemos de ella en una sección especial. Durante el siglo XIX la ciencia en Cataluña ha tenido por asunto la historia y la literatura de España y de la región; el nombre de Manuel Milá y Fontanals, maestro de Menéndez Pelayo, es la más alta figura de la ciencia literaria durante la segunda mitad del siglo. El centro científico más importante con que cuenta Barcelona es el *Institut d'estudis catalans,* fundado en 1907, con tres secciones: Historia, Ciencias y Filología y Lengua catalana. Al frente de él se encuentran entre otros Antonio Rubió y Lluch, historiador distinguidísimo de la literatura española y catalana, editor de textos y documentos sobre la historia de la civilización catalana (especialmente acerca de las relaciones con Grecia); Eugenio d'Ors, autor de varios trabajos sobre psicología (su valor, sin embargo, procede de sus escritos literarios).

Entre los colaboradores del *Institut,* citaré a L. Segalá, helenista, traductor de Homero; P. Barnils, fonético y dialectólogo, autor de interesantes trabajos sobre el catalán; M. de Montoliu, filólogo y autor de multitud de trabajos de vulgarización: su actividad y la de Barnils están representadas en el *Bulletí de dialectología Catalana,* excelente publicación. P. Bosch estudia con gran acierto la arqueología ibérica en España. Otros colaboradores son: J. Miret y Sans (historiador de la Edad Media en Cataluña); J. Massó Torrents.

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Miguel S. Oliver, que cito aunque no forme parte del Institut, autor de *Mallorca durante la primera revolución* (1808); *Los españoles en la Revolución francesa,* 1914, etc.[44]

Entre los que estudian el arte en Cataluña figuran J. Puig Cadafalch, autor de *L'arquitectura románica a Catalunya* (1912), y de varias monografías sobre las excavaciones de Ampurias (en unión de M. Cazurro); J. Gudiol (arqueología y mobiliario medieval); J. Pijoan, autor de una *Historia del arte,* poco exacta.

Un biólogo notable es R. Turró, autor de la teoría de la base trófica del conocimiento, cuyos trabajos, lo mismo que los del fisiólogo Pí y Suñer, merecen atención de los científicos. Bofill y Pichot (naturalista), Terradas (matemático), etc.

Llego al fin de esta larga y árida enumeración, que por fuerza encerrará bastantes lagunas además de las que expresamente señalé: no creo, sin embargo, que falte ninguna figura de primer orden en este resumen de la ciencia actual en mi país. El lector notará que lo que caracteriza al conjunto es la desigualidad; hay ramas científicas absolutamente muertas, y en cambio otras (principalmente Ramón y Cajal y su escuela) alcanzan el mismo desarrollo que en las naciones más progresivas. La causa principal de ese desequilibrio es la pobreza de los medios consagrados a la cultura y la ausencia de todo plan en la mayoría de los que dirigen la instrucción pública, políticos adocenados, sin el menor respeto hacia la ciencia; claro está que semejantes defectos no han nacido solos, sino que son producto de una funesta tradición. No obstante los españoles que observamos la actividad de las gentes de más valor de la nación, comenzamos a sentirnos profundamente optimistas; si rodeado de obstáculos, con mil trabas ante la juventud que adelantaba armada únicamente de su ideal, este país ha logrado en la ciencia, en el arte, en la vida general de cultura algunos estimables resultados, es muy verosímil que cuando logremos incorporar la fuerza y los ideales nuevos a la organización pública, la cultura nacional adquiera una tonalidad análoga a la de cualquier otro país normalmente civilizado. Los deseos inteligentes se logran siempre; y justo es reconocer que España comienza a sentir y a pensar vigorosamente.

AMÉRICO CASTRO

MADRID, NOVIEMBRE, 1918.

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[44] V. un inteligente artículo de Oliver, *La psicología del pueblo español,* en *España económica, social y artística,* Barcelona, 1914.

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GALDÓS, INTERPRETER OF LIFE

[An address delivered at the *Velada* in honor of Pérez Galdós, New York City, April 13, 1920.]

I am deeply sensible of the privilege and honor which falls to me in being permitted to represent tonight The American Association of Teachers of Spanish. I trust that I may speak not merely in their name, but also in the name of this audience, in the name of all those in this land of ours who love Spain, her people and her art, as I add my modest tribute of admiration and affection in memory of him who for a generation has been the most beloved of all the Spaniards of his time, Don Benito Pérez Galdós.

You have heard tonight from his fellow-countrymen something of his significance in the life and art of his own country. Of that it is not for me to speak. But Galdós is one of those rare figures in the history of men whose genius transcends the limits of his own language and his own generation, whose work becomes a part of the universal inspiration and "general delight of mankind."

Almost without thinking, I find myself applying to his work that phrase with which Cervantes characterized his own masterpiece. And it is significant that so often since the death of Galdós his name has been coupled with that of Cervantes. I do not need to dwell now upon their numerous likenesses. But I cannot fail to call your attention at least to certain traits which they held in common: their understanding of life, their broad sympathy for their fellow-men and their unswerving idealism. In this last quality there is one striking difference, however; the idealism of Cervantes looks backward; it is the sunset reflection of the spirit of an age that was dying, the age of generous enthusiasms which had made Spain the chief power of Europe, the age which had conquered a New World in the name of Christ and the King. The idealism of Galdós looks forward; it is the morning star of a generation that is to come, the harbinger of a new social order.

These traits which are so distinctive in the work of the two great Spaniards deserve a moment's discussion, for they contain, to my mind, the secret of Galdós's universal power to stir men's hearts.

Galdós, like Cervantes, knew life by living it. For half a century he mingled with men of all classes, traveling into every corner of Spain—always in a third-class compartment—stopping at modest

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inns, penetrating the simple, daily life of people, and beyond the limits of his own land, visiting the other countries of Europe. Gifted with an uncommon power of observation and a memory which served him when the light had fled from his eyes, he brought to his task a wealth of detail, of the physical aspect of persons and things, of the speech of different types and classes of men, of the elemental psychology of his fellows, which few writers have possessed.

The mere power to observe the exterior manifestations of life is not sufficient to make a great artist. This is after all but an instrument. The great artist must also interpret the spirit of life. And here lies the greatest glory of Galdós.

What are the qualities which equip a writer to interpret this spirit? There are two which seem to me preëminent: the first is sympathy with man, the second is faith in man.

By sympathy I plainly do not mean only the ability to look at life without prejudice, coldly and dispassionately, but rather that instinct to see the other man's point of view, to find his acts and opinions reasonable and natural, even inevitable, or to use a phrase of Ramón Pérez de Ayala's, "to feel that you would have done the same thing, if you were in his place." And is not this in the end the spirit of democracy? It is often said the Spanish are the most democratic of all people. And that is undoubtedly true, if we mean by democracy that sympathetic regard for one's fellows which is the basis of all social equality. Among all of his nation, Galdós has justly deserved the title "The Great Democrat."

Perhaps I should make clearer too what I mean by faith in man, although since I am speaking of the spirit of life, there can be little room for doubt. Obviously I am not thinking of his material welfare, or his animal evolution, but a faith in man's spiritual development, in the ultimate triumph of the imponderable aspects of life, of the eternal ideals.

These, then, are the qualities which Galdós brought to his task. How are they evident in his work? The age which he set himself the task of interpreting was the nineteenth century, retrospectively in the *Episodios*, objectively in the *Novelas contemporáneas*, prophetically in the later semi-mystic novels and the drama. It is an age of pettiness, selfseeking and futility, in Spain as in the rest of Europe. Judged by its achievements, Spain of the nineteenth century is destined to stand in history as a record of unfulfilled aspirations. But as you read its story in the work of

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Galdós, you will nevertheless find in it at every point evidences of latent strength which point the way to a new future.

This anomaly, this gap between the vision and the realization, deep-rooted in Spanish life, emerges from every page of his work. In the *Episodios,*—that great national epic of the first half of the past century, none the less epic because its hero is the whole Spanish people rather than a single champion,—it is the contrast between the mighty impulse of a nation for political freedom and the betrayal of that impulse by personal and political selfishness. The cause fails, the high purpose is frustrated. But who can read this mighty poem without being kindled with a new faith in the cause itself, a new confidence in its ultimate triumph?

In the novels of contemporary life, Galdós turned his attention to another phase of modern life, its social problems. And here again, he finds the same anomaly. The world which he paints with such penetrating exactness is a banal one, the great middle class, emerging from the insignificance of the past, evolving into the democracy of the future. Judged by its acts this society is hopelessly decayed; conventionality, bigotry, materialism are dominant. Pepe Rey is the victim of reaction; Fortunata dies an outcast. The Madrid of Torquemada is a cess-pool of vulgarity and selfishness. This, and this only, is the image of modern society which you find in other novelists of the time, such as Leopoldo Alas or Padre Coloma. But it is precisely here that Galdós reveals his greatness. He has seen beneath the surface; there he has found a justification of his faith.

By temperament Galdós belongs to those who conceive life in terms of the emotions. And in his search for these fundamental emotional truths, he turned instinctively to the humble and the obscure, to those who, in the eyes of society, are outcasts, to the dreamers, to little children. There he found still vigorous the qualities which had disappeared from the conventional world. And so his work teems with these finely pathetic figures, like Marianela and Sor Simona, whose chief beauty lies in their primitive simplicity. It is the contrast between these naïve types and the conventionally respectable folk, which forms one of the chief charms of his work, witness Casandra or "Pepet." Occasionally his propagandist zeal led him to present his sophisticated characters in an unfavorably exaggerated light, but in the greater part of his work there is a broad tolerance and sympathy even for those whose ideas were the

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antithesis of his own. At his best, as in *Fortunata y Jacinta, Angel Guerra*, or *La loca de la casa*, his vision of life possesses that amplitude and serenity which marks the spirit of the Greek tragedy or of Shakespeare.

Galdós was never one who looked upon his art as a light or frivolous pastime. He felt called to be a teacher. The society which it fell to him to interpret was in many respects degenerate, decadent. But from that society he drew a lesson, for which we—and I mean all those who seek to solve the riddle of life—owe him a debt of eternal gratitude.

That lesson is a simple one, but it is as profound as time; it is the lesson that prophets and seers of all ages have taught. It is this: Despite oppression and tyranny, despite ignorance and idleness, despite selfishness and greed, there are certain eternal verities which are the abiding aspiration of men; the belief in these truths lies latent in the heart of the great mass of the community, aroused into action only in moments of stress; and in this latent consciousness lies the hope of the society of tomorrow.

Freedom, justice, love,—these are his themes. And the greatest of these is love. Again and again in his noblest works he tells the story of this triumphant love, a love that is greater than self, greater than honor, greater than death, the love of which Casandra says: "It is the only divine thing which I feel within me; divine, because it is imperishable, because I cannot conceive that it should cease to be what it is or have an end."

As the years go by I fancy that we shall hear less and less of the purely formal and artistic side of his work, of his place as a realist or a naturalist, of his dramatic technique. For there is something in the man's life and work of far greater moment than these ephemeral questions of school or of form. There is a vision of life.

In the breadth and power of that vision, Galdós stands preëminent in his time. What a glorious irony there is in the fact that he, who was so often counted the enemy of a faith, is the great defender of faith, faith in democracy, faith in justice, faith in the eternal truths, faith in man! This is the message which he preached to a generation groping and bewildered in the seeming hopelessness of life. This, too, when the problems and struggles which form the material background of his work are long forgotten, will remain the enduring lesson of his interpretation of life.

HAYWARD KENISTON

CORNELL UNIVERSITY

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SUGGESTED READING IN SPANISH-AMERICAN PROSE

It is as true now as it was in classical days that he more easily carries his point *qui miscuit utile dulci,* and thus it may be well in urging the study of Spanish-American thought to present the practical rather than the cultural value of such study, however much one may dislike the term "practical" in such a relation.

From this standpoint we may look at Spanish-American prose (reserving poetry for subsequent consideration) as a literature of knowledge rather than as a literature of power, as an invaluable, if not the sole, means of interpreting the social habits, national character and civic and moral ideals of our neighbors. *"Las letras son el mejor vehículo de los afectos."*

By the people of the United States, the practical value of such study will be estimated largely by its relation to commercial ends. In this sense its value is more than merely linguistic. Professor Doyle, in his able address before the American Association of Teachers of Spanish, discussed the question of "commercial Spanish." It is not necessary to recapitulate his argument, save the conclusion that there is no such thing as "commercial Spanish" that can be acquired except by sound training in the language. Of equal importance to those engaged in foreign trade or foreign service is a thorough understanding of the thought, the *modo de pensar,* not only the symbols of thought but ideas conveyed by those symbols, as used by the people with whom they are brought in contact. There is however, a value greater than its commercial use growing out of the study of the Spanish language and Spanish-American thought, one that may be called a by-product and one that illustrates a fact not unknown in industries, that the by-product sometimes becomes more valuable than the original object. This value is the intellectual acquaintance that such study brings and the consequent effect in producing those conditions that make for wholesome and lasting relations with the American republics.

It is not the purpose of the present writer at this time to discuss or defend the study of Spanish-American literature, but merely to suggest a tentative and limited list of authors and works that seem most adequately to represent the thought, social conditions, and collective ideals of the Southern republics, prefixing these re-

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marks in explanation of his point of view and principles of selection. For he believes it a fact within the observation of all teachers of adult students that the great interest in the study of Spanish through the country is in large measure due to a growing interest in the Hispanic nations of this continent, and that as such it represents not a *tumefaction* in a pathological sense, but, on the contrary, an exceedingly wholesome and desirable influence in our body politic that should be welcomed and encouraged by every one who believes in the development of those stable relations of peace and concord between the United States and the Spanish republics that constitute an indispensable condition to a true continental concert.

Briefly stated, the situation is this: North and south of the Rio Grande are two peoples, both of mixed ethnic stocks but each one of distinctive and homogeneous national character. These two peoples represent widely divergent cultures, different stages of material and political development, diverse historical antecedents, different languages and different racial and national ideals. Such differences, marked as they are, do not necessarily imply antagonism. On the contrary they may well be considered as complementary. There are, however, ample room and opportunity for both to develop their racial and national character and ideals to the fullest possible degree, without any question of absorption, assimilation or hegemony by the one with respect to the other.

It is evident, however, that we have approached Spanish America too much on the material side. In our disregard of its social habits and of its civic and cultural ideals, in our ignorance of the historical factors that have determined its political development, we have left ourselves exposed to the charge of materialism and self-interest. In a word, we are intellectual and social strangers, lacking in sympathy and understanding, a condition that has so accentuated the acknowledged differences of culture, religion, language and social habits that separate the Anglo-Saxon north from the Spanish south, that it has been easy for facile writers of both north and south to form a series of generalizations as to the impossibility of establishing any lasting inter-relations of confidence and sympathy that can be predicated only upon thorough acquaintance, reciprocal respect and clear recognition of mutual interests and common problems.

Such a condition is unfortunate. Moreover it seems unnecessary, and is being measurably dispelled by many agencies, among which

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academic institutions are notably active. To forward the results of these efforts, to provide conditions and elements for their successful operation, it is the desire of the present writer to attempt to stimulate the study of Spanish-American thought by suggesting, in a wholly tentative way, some of the material available for university courses or for private reading.

A few words may not be amiss as to the principles that have guided the selection of titles, if indeed the charitable student will concede that any principle has been observed in choosing the few titles that follow, from the really large amount of material available for such a purpose.

For obvious reasons, choice has not been limited to prose of purely literary form and purpose. The question whether there exists, properly speaking, a Spanish-American literature has been discussed in South American centers. It is not a matter of great concern to the purpose of the present suggestions. Spanish-American authors for the most part have reflected European literary movements, especially those of France. To attempt to trace these movements and determine their influence is an interesting task for the intensive student of comparative literary history rather than for the one who is seeking an acquaintance with Spanish-American thought. Even the most recent and most important movement, modernism, which is commonly regarded as having been initiated by the publication of Rubén Darío's *Azul* in 1888, began as a distinct imitation and its significance to some critics has been a quickened and keener sensibility associated with increased flexibility of expression. This, as Rodó has pointed out, may constitute genuine originality. Growing out of this movement, however, is a serious effort on the part of many authors to perform in fuller measure one of the noblest functions of literature in interpreting what is distinctive in the racial and national character and environment, in raising ideals and creating a genuine and lofty Spanish-American personality, not limited by national aspirations but collective in character.

Furthermore works of formal historical content, with the exception of two or three reference works, are excluded, a familiarity with the general facts of political, economic and industrial history being assumed. Defective knowledge in these fields should and must be compensated by special reading or, in the class room, by lectures. It is indispensable that students of Spanish-American

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life and thought should be well informed regarding the historical antecedents, especially the colonial period, for it cannot be stated too emphatically that failure to understand the race psychology and antecedent historical conditions means inevitable failure to understand Spanish-American political and cultural development.

Ingeniero's article *Notas sobre la mentalidad colonial* (Revista de filosofía, cultura, ciencias y educación, March, 1917) gives in brief an excellent background for the study of the revolutionary and later periods. These aspects can be studied in many other sources such as Quesada's *Vida intelectual,* Mitre's *Historia de Belgrano,* Bunge's *Nuestra América,* Bourne's *Spain in America,* Garcia Calderón's *Latin-American Republics* and other works. There really is an embarrassment of riches in historical material dealing with Spanish America. It is hardly necessary to point out that Dr. Coester's *Literary History of Spanish America* is quite indispensable, being, as it is, the only comprehensive survey of Spanish-American literature in any language. For both its intrinsic as well as its relative merit, Dr. Coester's work is an honor to Hispanic studies in the United States. Reference may be made here also to Dr. E. C. Hills' excellent list of Spanish-American novels (Hispania, May, 1919), some of which are included and all of which are suitable especially for an intensive study of the novel.

The compiler has included titles which in his present opinion are representative of national divisions, collective ideals and literary value. They are chosen also with a view to their availability in the market. They should, moreover, be found in every large university and municipal library. As has been said, the list is tentative and the compiler will be grateful for suggestions from others interested in the subject as to changes, the end sought being the preparation of a selected list of works that most faithfully reflect Spanish-American life, thought and ideals. He believes, furthermore, that not only are the suggestions set forth of practical moment but that in the lofty and serene idealism and the fine conception of individual character and civic integrity of Hostos and Rodó we may find much that is stimulating and constructive in its bearing upon our own present-day problems. It has been said of our educational system that too much stress has been placed upon *rights* and too little upon *duties.* In relation to this question and to the general value of culture in human life, the two authors mentioned are most valuable. Sarmiento with his vigorous style, brilliant syntheses, vivid descriptions, staunch

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and optimistic patriotism and enthusiastic advocacy of education will bring to us a realization of the perplexing and chaotic conditions that followed the war of liberation. Ethnic conditions are analyzed by Bunge, García Calderón, Blanco Fombona and Arcaya and social and political life of the day is well described by the novelists. In conclusion, the analysis of our own institutions as expressed by Sarmiento, Rodó and Blanco Fombona will assist us in seeing ourselves as our neighbors see us.

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C. K. JONES

GEORGE WASHINGTON UNIVERSITY

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A SECOND-YEAR PROBLEM

The difficulty which confronts the teacher of Spanish at the beginning of the second year is a serious one. During the summer vacation, the student has forgotten much of his Spanish, and as a consequence his first attempts to use the language in the fall are more or less discouraging. He is by no means as interested as the first-year student who has the tremendous incentive of learning to say things in a new language. The attractive novelty of a "new" language is gone for the second-year student, and as a rule he is not far enough advanced to appreciate the texts given him. Later in the second year, he becomes more familiar with the language and more interested in his work, that is, if he is able to survive.

It is this period, when the student is recovering his language and his interest in it, that is a bore to the average student and a worry to his teacher. What can be done to better the situation? The purpose of this paper is to attempt to answer this question.

If we admit that the vacation has caused the student to forget some of his vocabulary, then the first book of the second year should, if possible, review the vocabulary of the latter part of the first year. If we accept the further theory that part of the trouble is due to the lack of interest caused by the passing of the "newness" of the foreign language, we must attempt to supply another source of interest for the student. It seems to the present writer that the only remaining source for things new is *ideas*. The student must be entertained with ideas that he can grasp but that are on the whole new to him. Facts about Spain, particularly, are new to the average American student. But this brings us back to the book or books used in the last part of the first year. In the first year, the student should learn the simple facts of Spanish, or Spanish-American, geography, and be able to discuss them somewhat in Spanish. He may be able to understand a little about the civilization, customs, etc., of Spain or Spanish America. At least, he should be introduced to that interesting country, Spain. It is a mistake to try to introduce the first-year student to the Spanish-speaking world. There is not time enough. We must concentrate on some one country. Spain is typical in many ways of the other Spanish-speaking countries, and being the mother country would appear to be the logical choice.

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If the teacher has skillfully introduced Spain the first year, he will find ready to his hand at the beginning of the second year a source of interest that is *new* for his students. A more detailed study of Spanish geography for a couple of weeks, with maps, the more easily understood customs of the different provinces, illustrated, would make the work intensely interesting, and would cause the students to talk and give them confidence in the use of the language. One week on the government of Spain, pointing out the political divisions of the country, how they relate to the geography of the nation, Catalonia's aversion to Castilian government, the origin of the aversion, Catalonia's part in the world war as indicative of her spirit, etc., would be a natural development of the study of Spain's geography. The next step might be a more intensive study of some attractive province, say Andalucía. Note its geographical position, the temperament of its people, the relationship of these two facts. Study briefly historical cities, men of letters, what they wrote (if possible read easy selections from their works). The peculiar dances, songs, and customs of the province in general.

The work on Andalucía, for instance, might be organized as follows (these are merely suggestions, the variations are infinite):

1. With physical and political maps before the class, show that Andalucía is cut off by mountains or water from the rest of Spain, as well as the rest of the world. Transportation consequently was very difficult in former times, hence the development of local customs (cf., the influence of the Moors in this last re-conquered province of Spain. Granada recaptured in 1492). Note the warm climate, hence tropical fruits. What are they? Have the students look up the names and report later. There is little rain. Point out the rivers. What is their source? Note the use of irrigation in the province. Did the Moors build any irrigation systems?

2. The people, their dress, appearance, manner of speech (cf., Spanish America); lighthearted disposition (as contrasted to the northern Spaniard), quickness of thought, although rather indolent; dances, songs (illustrated if possible); literature.

3. The cities. Sevilla, brief political history; great writers, schools of literature; scene of certain Spanish classics; monuments, Spanish and Arabic, their history, etc. Use similar treatment for Córdoba and Granada, featuring Arabic influence and monuments. Note Irving's relation to the awakened interest in Granada.

4. Assign at the end of each hour written work to be done and

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brought in at the next recitation. Have the students recite orally the previous hour's work, etc.

The resourceful teacher will be able to use this material in a way that will develop the student's interest. At the same time the teacher can pave the way for a better appreciation of the book to be read in class by giving particular attention to the place or places where the scenes of the book are laid. Further, this preliminary work will be useful to the student throughout the course, and will give a much needed background.

It would seem that such an approach through easily comprehended subjects would lead naturally to what must always remain the most important goal of the student of Spanish; namely, what the Spanish people think, and if possible why they think it. The student should know this, whether he intends to devote himself to the study of their literature or to sell them automobiles and sewing machines. Technical commercial phraseology is easy to acquire once the student learns a modicum of Spanish and knows something of the Spaniard's mental habits.

The experience of the present writer has been that every time he has used a play or novel at the beginning of the second year, the student had too great difficulty in understanding the Spanish. The setting was usually meaningless to him because he had had no background for it, so he blundered along, and got through, if he did, by main strength and awkwardness. The average student may finish the course, but he would get more out of it if he had a more sensible approach to the subject. The present writer is aware that this outline presents nothing new, but he repeats it here in the hope that some may be helped in solving what appears to him to be one of the most trying problems in the teaching of Spanish.[1]

W. S. HENDRIX

OHIO STATE UNIVERSITY

[1] A good bibliography for the development of the plan here outlined is to be found in Professor Thomas E. Oliver's excellent *Suggestions and References for Modern Language Teachers*, published as Bulletin No. 18, 1917, of the University of Illinois, Urbana, Ill. Price 25 cents. It is to be regretted that a book on Spanish games has not been published. One devoted to games on Spanish geography, customs, etc., would be interesting and would be of aid to the teacher. Also games of Spanish authors, or cities, etc., and a Spanish table game, would be welcome.

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THE ACCUSATIVE "A"

The use of the preposition *a* (from *ad*) before nouns and pronouns in the accusative case is one of the interesting phenomena of Romance speech. In the following article this use of *a* is treated (I) in respect of its origin and function, and (II) with regard to its geographical distribution.

I.

"The preposition *a* seems to have as its function to express more forcefully with regard to a living being capable of a certain action the fact that the living being is the object of the action and not the agent. It is not easy to explain why this prepositional accusative has not been developed in the other languages . . ."[1]

"In Spanish the direct object is introduced by *a* when it denotes a living being, or rather, Spanish separates grammatically the categories of animate and inanimate beings in that the conceptions appertaining to the former are considered active while the latter are considered as being acted on.

"If the meaning of the verb is such that it always or usually refers to living beings, *a* is retained when occasionally there is an inanimate object . . . : *llaman al oro vil metal; las aves saludan a la aurora*. . . . This is of great importance for many verbs. Thus *perder* means 'lose' . . . and also 'ruin.'

"In other cases both methods of expression are used with one and the same verb if it can refer equally to animate and inanimate beings: *abandone su tierra, su casa y a sus padres* (Caballero, *Cuentos, 7*) . . .

"Some freedom in the use of *a* is explained by the fact that the preposition appears where the meaning neither of the verb nor of the noun, but rather a certain need of clearness, requires its use: *unos anteojos que hacen parecer oro al cobre y a la pobreza riqueza* (*D. Quij.* II, 19).

"On the other hand *a* is naturally omitted in cases such as: . . . *antepongo el Ariosto al Tasso.*"[2]

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[1] Diez, *Grammaire des langues romanes*, translated by Alfred Morel-Fatio and Gaston Paris, Paris, 1876, III, 92.

[2] Meyer-Lübke, *Grammatik der Romanischen Sprachen*, Leipzig, 1899, III, 371-2.

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After pointing out that Old Spanish hesitated in the use of *a* before the direct object, Brauns says: ". . . in Spanish a time came when . . . it was apparently necessary that there should be an unmistakable indication that a living being, which otherwise would have seemed to be the agent, was the object of the action. The personal object then, by means of the preposition *a*, received a distinguishing mark. With the names of things the old method[3] of expressing the object" (without *a*) "sufficed as a rule, although here also the preposition *a* was employed when these words were used in a more personal sense."[4]

"The preposition *a* is often placed before the accusative . . . and then it denotes personality and definiteness. . . . Nothing is more personal and definite than the proper names of persons, that is, of rational beings; they all take the preposition in the accusative: *he leído a Virgilio* . . .

"The names of things do not usually take the preposition, however definite they may be: *cultiva sus haciendas.*

"Things that are personified take the preposition *a* when they are definite . . . : *llamar a la muerte, saludar las aves a la aurora* . . .

"When it is necessary to distinguish the accusative from another object formed by the preposition *a*, we can and even must omit *a* in the accusative . . . : *presentaron la cautiva Zenobia al vencedor; prefiero Cádiz a Sevilla.*"[5]

In the accusative "the preposition *a* was introduced by analogy with the dative. Thus the personal object characterized by the preposition was distinguished from the object denoting things."[6]

After stating above the opinions of scholars such as Diez, Meyer-Lübke, and others, I venture to express some of my own, although I have little to offer that is new.

In Spanish the word order is so flexible that in affirmative sentences the subject often follows the verb and the object may precede the verb. If the subject is a human being (a potential agent)

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[3] Diez, op. cit., III, 91, footnote, says that in the old documents *a* before the accusative is not found prior to the eleventh century and he cites: *ad illa una matabit (a la una mató); decepit ad suo germano (engañó a su hermano)*, both of the first half of that century.

[4] Brauns, *Über den präpositionalen Accusativ im Spanischen*, Hamburg, 1909, II, 68. This work is reviewed by S. Gräfenberg, in *Archiv für das Studium der neueren Sprachen und Literaturen*, 1909, 450-1.

[5] Bello-Cuervo, *Gramática de la lengua castellana*, París 1918, 233-35.

[6] Hanssen, *Gramática histórica de la lengua castellana*, Halle, 1913, 296.

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and the object an inanimate thing, the word order does not greatly affect the meaning of the sentence, as the living being is naturally assumed to be the subject (or agent), as in *este profesor enseña el idioma latín*, or *enseña el idioma latín este profesor*, or *enseña este profesor el idioma latín*, etc.

On the other hand if the object is a human being, or if both the subject and the object are inanimate things, the free word order in Spanish might well cause confusion.

After the fall of the Latin case endings there may have been hesitancy in early Spanish between two methods of procedure: (1) to distinguish the subject of a verb from the object by putting the subject before, the object after, the verb, as French usually does today; or (2) to indicate the object, both direct and indirect, by the preposition *a*. In the language of the Poem of the Cid there is still some hesitancy in this use of *a* if we may trust the text of the sole manuscript extant. Thus: *veremos vuestra mujer* (210); *veré a la mujer* (228); *casastes sus hijas* (2939); *adujesen a sus hijas a Valencia* (2840).

Little by little the Spaniards fell into the habit of using regularly the preposition *a* as a tag to indicate the object of the verb, whenever there would be ambiguity without the preposition. This situation arises most frequently (1) when the object of the verb is a human being—a "person"; but it arises also, and not infrequently, (2) when both the subject and the object are inanimate things. Thus: (1) *Juan mató a Pedro*, or *a Pedro mató Juan* or *mató Juan a Pedro*, etc.; (2) *el adjetivo modifica al nombre*, or *al nombre modifica el adjetivo*, or *modifica el adjetivo al nombre*, etc.

To sum up, the chief function of *a* in the accusative seemingly is to avoid ambiguity. As there might be ambiguity most often when the object of the verb is a potential agent—a person—the preposition is used oftenest with nouns that denote persons. This is true to such an extent that the popular mind has formed the habit of using *a* with an object noun that denotes a person or thing personified, even when the preposition is not needed to make the meaning clear, as in *busco a mi padre* (by analogy with *busca a su padre*).

But this accusative *a* is not primarily a personal *a*: in its origin it is a tag to point out the object of the verb. It is used when it is needed—and, by extension, sometimes when it is not needed—and it seems to be another example of replacing with a preposition a Latin case ending.

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It is interesting to observe how the presence of *a* in the accusative as well as in the dative has brought confusion into the use of the personal pronouns. Thus *le*, originally a dative form, came into general use as a masculine accusative apparently at about the time when *a* in the accusative became standardized. Cervantes rarely used any other, and among careful modern writers Juan Valera used only *le* when referring to persons. In popular speech, to be sure, *lo* has held its own as the accusative form, and not a few writers use it freely.

Similarly the use of *la* as a dative singular is not uncommon. Cervantes used it frequently, as do many modern writers. In the plural, *les* is sometimes used as an accusative—occasionally in the writings of Pérez Galdós—and *las* occurs frequently as a dative.

The confusion that once prevailed in the use of the preposition *a* in the accusative of nouns and pronouns—other than *que*, and the conjunctive personal pronouns—has not yet entirely disappeared in the use of these personal pronouns.

II.

Hanssen states that "the use of the preposition (*a*) is frequent in the Spanish of Turkey. There it is added even to names that denote things."[7]

. . . In Portuguese "the use of this accusative is obligatory only when there might be ambiguity, thus: *o marido á mulher ama*, and vice versa *ao marido a mulher ama* . . . This accusative has extended also to neighboring languages and even to distant dialects, namely, Catalan, Sardinian, and Sicilian. Examples: Catalan, *feu la be guardar a ella a sos fills;* Sardinian, *saluda a Pedru;* Sicilian, *iu amu a diu.*"[8]

". . . In addition to Spanish, *a* is found in Sicilian, Calabrian, Apulian, in the Abruzzi and in Rome, e. g.: Sicilian, . . . *l'aviti vistu a me frati;* Calabrian, . . . *Kyama a Maria;* Abruzzi, *a tte te piglia;* Roman, *sentiteme a me*. . . ."[9]

Meyer-Lübke states (p. 373) that *a* before the accusative is used in Portuguese chiefly before pronoun objects, as in *vença o sogro a ti e o genro a este*. And he adds: "We have a geographical continuity"

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[7] Federico Hanssen, *Gramática histórica de la lengua castellana*, Halle, Niemeyer, 1913, 297.

[8] Diez, op. cit., III, 92.

[9] Meyer-Lübke, op. cit., III, 371-3.

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(in the use of *a* in the accusative) "from the southeast of Italy to the western limits of Roman speech."

Meyer-Lübke[10] affirms also: "In Roumanian *pre* from Latin *per* corresponds to the Spanish *a*. The conception is the same: the 'form of interest'" (dative) "takes the place of the simple object" (accusative). But Kalepky[11] (p. 359, footnote) rejoins: "If this refers not only to the use of the personal accusative but . . . also indicates similarity in meaning, this assertion should be considered bold. Between . . . the *a* and *pe* (*pre*) there is indeed a very considerable difference in meaning."

In a pamphlet[12] published recently by Professor G. H. Grojean of the University of British Columbia one finds in the list of faults in the French of southern France a number of expressions that Professor Grojean classifies as Hispanisms. The first of these and the most important is the use of the preposition *à* before the direct object, as in: *le voyez-vous? — À qui? Je vous embrasse à tous; il avait été chargé de venir dire à la démocratie de X. l'estime en laquelle l'Administration la tenait, à elle d'abord et aussi à son vénéré maire.* Professor Grojean tells us that these expressions are taken from a newspaper published at Ariège, and he adds that this Hispanism seems ineradicable.

M. Stapfer, in the Preface, discusses this use of *à* as follows: "The most common fault in syntax is probably the use of the preposition *à* before a noun or a pronoun that is the direct object of a verb. . . . In this strange idiom there is probably Spanish influence. . . . I have verified at Bordeaux, and not always among the illiterate, the frequent occurrence of this absurd syntactical construction. . . . It is at Bordeaux, unless it be at Agen, that M. Grojean has read . . . *Je t'embrasse ainsi qu'à maman.* But it should be observed, in defense of southern France, that this manner of speech is not peculiar to this locality, since it has been noted by a writer at Brussels, M. Georges Rens (. . . G. O. d'Hervé) in . . . *Parlons bien* (Brussels, 1913). There one reads these sentences collected, says the author, from Belgian conversation: *Personne ne me plaint, à moi; je*

[10] Op. cit., III, 373.

[11] Theodor Kalepky, *Präpositionale Passivobjekte im Spanischen, Portugiesischen und Rumänischen*, in *Zeitschrift für Romanische Philologie*, 1913, XXXVII, 358-364.

[12] *Respectons notre langue* (with a preface by M. Paul Stapfer of the University of Bordeaux, France), San Francisco, 1919.

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la suivais, à elle; on ne l'attendait pas, à lui; il nous regardait toujours, à nous.

The quotations from Diez, Meyer-Lübke, and others, which are given above, bear evidence that the more or less frequent use of the preposition *a* before the direct object has been observed throughout the greater part of the territory occupied by the Romance languages. Its use is most widespread before disjunctive personal pronouns.

In Spanish *a* occurs regularly before an object noun that denotes a definite person or a pronoun other than *que* or the conjunctive personal pronouns, and it is not seldom used before the names of things. In the Spanish of Turkey, the use of *a* before object nouns that denote things seems to be common.

In Portuguese the preposition is used whenever it is needed to avoid ambiguity. The same construction occurs in Catalan, but there it is used less often. . .

In Italian territory—in Sardinia, Sicily, Calabria, Apulia, the Abruzzi, Rome—the use of *a* before the direct object has been observed.

It has been noted also in southwestern France and in Belgium. Did this use of the preposition *a* have its origin in Spanish (Castilian) and spread thence to other Romance speeches? Portugal and Catalonia are in close proximity to Castile. A large part of Italy has been at times under Spanish political control and Spanish influence. Southwestern France is adjacent to Spain, and Flanders was once a Spanish province.

Or did this use of *a* come into existence in a great part of the Romance territory, and at an early date, as a substitute for the accusative endings, and finally obtain full recognition in Castile while it tended to disappear in other regions?

In France distinctive forms for the nominative and the accusative survived through the twelfth century, and after their disappearance French adopted a word order which is much more rigid than that of Spanish. French, therefore, has not felt the need of the accusative *a*, as have some other Romance dialects. The presence of *a* before the direct object in the speech of southwest France and of a part of Belgium may therefore be due to Spanish influence. But this remains a question, and it is one well worthy of further investigation.

In Italian an accusative *a* would seem to be nearly as useful as in Spanish, but in the former language *a* has not obtained a firm foothold.

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In Rumanian the somewhat similar use of *pe* (*pre*) in the accusative may indicate another and distinct effort on the part of a Romance language to find a substitute for the case endings of the Latin accusative.

The whole subject offers a most interesting field for further exploration. Let us hope that the field will be thoroughly explored in the near future.

E. C. HILLS

INDIANA UNIVERSITY

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HOW TO TEACH A BEGINNING CLASS IN SPANISH

Since Spanish is unique among the subjects studied in the seventh and eighth grades, try, first, to make the child feel at ease; to give him the impression that the acquisition of the language will surely follow application thereto.

In southern California the need for Spanish from a utilitarian point of view is obvious. This is usually the reason given by the pupil for his study of the language. Then, as one small boy said, "'Kesús' and me can talk and the rest won't understand what we say."

We agree that the only way to learn to speak Spanish will be to speak it, so we promise to speak whenever and wherever possible. We also agree that for a long time there will be no English word in our notebooks.

After these matters have been discussed the first day, the children are told that the first requisite of politeness, and the Spaniards are the politest of people, will be that we greet each other upon meeting—hence, *buenos días,* or *buenas tardes.* These words are spoken slowly and distinctly, then repeated by the class in concert, so giving confidence to the diffident pupils. Then individual greetings are exchanged with those most ready to answer. This first lesson will then close with *hasta mañana.* Not *adiós,* because an incorrect pronunciation has already been acquired by most children of this vicinity.

During the week the present tense of *tener,* omitting *tienes* and *tenéis,* is learned in connection with the following nouns: *el libro, el lápiz, la pluma, el papel, la tiza, el borrador.* The verb is used only in sentences. The phrase *en la mano* is given in the same connection. The interrogative forms of the same verb are used with *qué* and *cuántos* toward the end of the week. The cardinal numbers to five are learned and used concretely. The nouns *la puerta, la ventana, el pizarrón* are used with the imperative *vaya Ud.* and *vayan Uds.* The orders, *levántese, levántense; siéntese, siéntense* are used. *¿Qué es?* is used especially in review work. The use of the cardinal numbers necessitates the plurals of nouns. After the plurals are pronounced with ample drill, written on the board and repeated, the

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pupils formulate their own rules or "ways" for forming plurals. Especial attention is here paid to the plural articles. The singular is given, then its plural—*el libro, los libros; la puerta, las puertas,* etc.; and *dos libros, tres puertas, etc.*

After the nouns of each lesson have been repeated and written upon the board, they are written in notebooks and drawings made of the object. The children are told that the picture is not to be criticized from an artistic standpoint; it is simply to recall to their minds what the name stands for. Try to impress upon the children to see the picture in their minds of the object named.

After the words of the first lesson are well pronounced and written in notebooks, we study the pronunciation of letters which do not represent the same sound in both languages; for example, *z* in *la tiza* and *el lápiz,* and others in the order of difficulty.

The Spanish equivalents for children's names are given whenever possible.

Schedule of daily work for the first week: (*a*) Salutation, (*b*) review of previous day's work; (*c*) presentation of new matter; (*d*) review of phonetics; (*e*) pronunciation phonetically of new words; (*f*) leave taking.

MARY BELLOTINE

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THE LOCAL CHAPTERS

NEW YORK CHAPTER.— At the meeting of April 10, held at the School of Mines, Columbia University, Señor Manuel González, ex-consul-general of Costa Rica, made a convincing plea for the sending of an association delegate to the National Convention of Foreign Trade at San Francisco, California, May 12 to May 15, inclusive.

Señor González spoke briefly of the educational work of the Spanish government accomplished through exhibiting in foreign countries various films illustrating true Spanish customs and life, with the purpose of correcting certain erroneous impressions regarding Spain.

Dr. José Luis Perrier, corresponding member of the Colombian Academy of Languages, delivered an eloquent address on "El movimiento literario en Colombia." Dr. Perrier declared the characteristic note of the national literature sounded in the fervent love of liberty which had inspired ail Colombian writers, without exception, from earliest history.

On May 8, Professor G. Moreno LaCalle, of the U. S. Naval Academy and dean of the school of Spanish of the summer session at Middlebury College, ably discussed, "Se debería enseñar la pronunciación española sobre una base fonética?"

The local Chapter will award prizes to meritorious students of Spanish in every high school in New York City, corresponding to a high grade of excellence in each term of the course beginning the first semester of the ensuing school year. In order to raise funds for honor medals and ribbons, an entertainment was given Saturday afternoon and evening, May 29, in the auditorium of the Washington Irving High School, under the direction of Mrs. Medora L. Ray, chairman of the department of Spanish of the same school. Dances by young Spanish artists, two Spanish playlets by first-term students of the Washington Irving High School, and two motion pictures, with Spanish themes, made an irresistible appeal, not only to the students of the city but to the general public. With the nominal admission fee of twenty-five cents and after defraying all expenses of presentation, the Chapter proudly received from Mrs. Ray the net results, $742.27.

The fourth annual contest for students of Spanish in the New York City high schools, took place Saturday evening, June 5, at the DeWitt Clinton high school before a representative audience. Mr. Lawrence A. Wilkins, president of the American Association of Teachers of Spanish, stated the purpose of the Chapter in conducting public interscholastic contests. The judges were Don Miguel de Zárraga, director of *La Tribuna;* Professor Alfredo Elías, of the City College of New York; and Dr. Nicolás García Samudio, primer canciller del consulado of Colombia.

An informal dinner the evening of June 12, Au Coq Gaulois, West 57th street, marked the final reunion of the academic year. Through the courtesy of Señor de Zárraga, there appeared at each place about the festive board.

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a current copy of *La Tribuna,* the literary magazine which has devoted throughout the year a special section to the interests of the Chapter.

Señora Rosina Simón, instructor in English at the Normal School of Pinar del Río, Cuba, presented a paper on the teaching of English in the Cuban schools. Another guest of honor, Dr. Roberto Brenes Mesén, ex-minister of public instruction and minister plenipotentiary from Costa Rica to Washington, gave an eloquent address on "La enseñanza de la lengua castellana como un instrumento de una cultura superior." Brief speeches followed from Señor Arnao; Professor Asensio, of the United States Military Academy; and Mr. William Barlow, president-elect of the Chapter.

Mr. Lawrence A. Wilkins gave a most interesting review of the progress of the association and presented plans for further development through the founding of "La Casa de las Españas" in New York. Mr. Wilkins paid tribute to the leadership of Mr. Julio Mercado, who has served as president of the local Chapter the past year.

In a graceful presentation speech, Miss Paula Lambert made delivery in the name of the Chapter, of a beautiful silver coffee set to the Secretary, Mrs. Gracia L. Fernández de Arias, whose marriage took place during the Easter vacation.

CHICAGO CHAPTER.—On Saturday April 17, at De Paul University, the Reverend Doctor Ordoñez proved a delightful host to the Chicago Chapter as he conducted them with screen accompaniment on an artistic tour of Spain all the way from Santander to Sevilla. What better substitute could there be for a trip to Spain itself than to listen to such a lecture from one who is at once a native of old Castile, a scholar, and a lover of the beautiful?

Mr. Leslie P. Brown, of the University of Chicago, spoke at the meeting of June 5, on "La influencia de los moros en la lengua de España." Mr. Brown traced the growth and development of Moorish civilization in Spain and the consequent influence of Arabic, as well as the extent of the Arabic element in the vocabulary of modern Spanish. The second speaker was Professor Edwardo Azuola, of Valparaiso University, Indiana, who discussed "El Intercambio de Ideas entre las Américas."

All of the officers were re-elected for next year.

TEXAS CHAPTER.—At the February meeting, recent Spanish texts were reviewed by Mr. Sims, Miss Schons, Mrs. Kress, and by President Hendrix.

The speakers at the April session were Mr. Haynes, whose subject was "The Use of Supplementary Notes in Teaching Spanish," and Miss Phipps, who discussed "Opportunities for Teachers of Spanish to Study on this Side of the Atlantic."

The following officers were elected by the Chapter in May: President, Professor W. S. Hendrix; vice-president, Miss Nina Weisinger; Secretary-treasurer, Miss Fannie Preston; corresponding secretary, Miss Dorothy Schons. The literary program of the evening was most instructive. Miss Jones pointed out "A Parallel Between Washington Irving and Fernán Caballero." Then Miss Preston made "A Comparison of the Poetry of

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Edgar Allan Poe and that of Adolfo Becquer." They were followed by Mr. Spell, who gave "The History of Spanish Teaching in the United Seates."

The Chapter plans to have a special institute day for teachers of Spanish at the general meeting of the States Teachers' Association in November. The Texas Chapter greatly regrets the loss of their president, Professor Hendrix, who has accepted the professorship in the department of romance languages at the Ohio State University, where he will have charge of the Spanish courses.

NORTHWEST CHAPTER.—A most interesting session of the Chapter was held at Denny Hall, University of Washington, April 10. Professor Strong of the State University, who has recently returned from an extended tour of Mexico, gave a sympathetic account of existing conditions in the southern republic.

Miss Steele, a student in the teachers' training class at the University, read a paper on "Missionary Work for Teachers of Spanish." A salient feature of this meeting was the reading by President Umphrey of the replies to the questionnaire sent to members of the Chapter regarding aims, methods, and text-books in the teaching of Spanish.

At the first annual meeting Saturday, July 10, officers were elected as follows: president, Mr. Rupert Eicholzer, Broadway High School, Seattle; vice-president, Miss Edith Johnson, Stadium High School, Tacoma; Secretary, Mr. W. H. Patchin, University of Washington. Instead of a formal address there was an animated discussion by local teachers of methods and problems in the teaching of Spanish in secondary schools and colleges. Substantial evidence of the ever increasing interest in the association appeared in the number of new memberships secured at this session. The Chapter will hold its next meeting on November 6.

GRACIA L. FERNÁNDEZ DE ARIAS

NEW UTRECHT HIGH SCHOOL,
BROOKLYN, N. Y.

BRIEF ARTICLES AND ANNOUNCEMENTS

THE EDITOR OF HISPANIA

Professor Espinosa is now in Spain in the interests of the American Folk-Lore Society. This society has been gathering and printing the traditional stories and songs as they are handed down from one generation to another. New Mexico is especially rich in such material, Spanish ballads and folk-tales, brought from the Peninsula and retold with variations due to environment and the admixture of aboriginal races with the Iberian stock. Professor Espinosa, thoroughly familiar with this territory, has proved himself one of the most valued members of the American Folk-Lore Society

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by giving to the world in permanent printed form the results of much personal research in the folk-lore of New Mexico.

But the question arose how to separate the adventitious elements from the traditional Spanish folk-lore. To solve this problem, the society has sent Professor Espinosa to Spain to collect folk-tales in their Spanish home in La Montaña and in Old Castile. His researches when published will have great value.

The American Association of Teachers of Spanish wish him the greatest of success in his work and anticipate an enjoyable account of his trip after his return.

During his absence the work of editing HISPANIA devolves upon the associate editor, Alfred Coester. Members who have articles already written or in mind which they contemplate sending for publication in HISPANIA will please send them at once, so that they can be used in November or December.

IS YOUR NAME ON THIS LIST?

Here follows the roll of the LIFE MEMBERS of the American Association of Teachers of Spanish in the order of their joining. You may add your name to it by paying $25 to the secretary-treasurer, but deducting the amount already paid for dues. This opportunity lapses with the close of the current year.

Archer M. Huntington, New York; Juan C. Cebrián, San Francisco; Lawrence A. Wilkins, New York; Alfred Coester, Stanford University, California; Aurelio M. Espinosa, Stanford University, California; Felipe Fernández, Tulane University of Louisiana, New Orleans; Joseph G. Ruix, Nitro, West Virginia; George W. H. Shield, Los Angeles, California; Henry Alfred Todd, New York; George Bingham Taylor, Port Deposit, Maryland; Carlos Bransby, Berkeley, California; Maximo Iturralde, New York; Charles B. Drake, Albuquerque, New Mexico; F. B. Tubbs, Lewiston, Maine; Erwin W. Roessler, New York; Charlotte Brewster Jordan, New York; Ella Adeline Busch, New York; Rosalia del Pilar Cuevas, Gainesville, Georgia; Catherine L. Haymaker, New York; Elijah Clarence Hills, Bloomington, Indiana.

IN LIMA

Professor G. W. Umphrey of Seattle, organizer and president of the Northwest Chapter of The American Association of Teachers of Spanish, spent the month of August in Lima, Peru. Under the auspices of the Institute of International Education he delivered a course of six lectures on pan-Americanism and on education in the United States. The Peruvians were so charmed with his personality and his lectures that the University of San Marcos conferred on him the degree of Doctor of Letters and made him an honorary member of the faculty. Professor Umphrey will deliver the same lectures in Santiago de Chile, Buenos Aires and Montevideo.

BACK NUMBERS OF HISPANIA

Attention is called to the advertisement of the secretary-treasurer for back numbers of HISPANIA. See advertising pages.

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REVIEWS

Primeras Lecturas en Español: Carolina Marcial Dorado. xi + 225 pp. Ginn and Company, Boston, 1920.

The Primeras Lecturas en Español is well named. It really is a first reader in Spanish. In spite of the fact that the vocabulary is large, the book is well adapted for first-year use because the style is simple and the idioms included are those most commonly used by Spanish-speaking people. The vocabulary is a combination of the practical and the literary, the latter predominating and furnishing a good introduction to the reading of Spanish literature. One of the most pleasing features of the book is its thoroughly Spanish atmosphere.

The subject-matter is varied. The mystery of Spanish names is explained; typical Spanish houses are described; typical Spanish characters, such as the *portero*, the *sereno;* typical periods in Spanish life, such as *Los Días De Navidad*, *El Carnaval;* well known historical facts are presented, and well known historical and literary characters. Three stories and three playlets, also descriptive of Spanish life, proverbs and anecdotes, five simple poems, and eight songs with music add to the interest of the book. There are in all 126 pages of text exclusive of music. The various articles, plays and stories vary in length from one to ten pages. The long selections are divided into sections, thus facilitating lesson assignments. Thirty-eight pages of exercises and a vocabulary of fifty-three pages complete the book. There are no notes.

The exercises that accompany each lesson impress one as usable. There are questions based on the reading, sufficiently detailed to furnish excellent drill on vocabulary. Each exercise includes two or three grammar topics for review. These are arranged in the order of their difficulty. One suspects that some of them were not arranged with reference to the text. In several cases the grammar topic in the exercises is not illustrated at all in the corresponding text. This is to be regretted, as grammar drills and text should coördinate. Modern methodology advocates the deductive presentation of the mechanics of language. That does not imply that a text should be written with reference to grammar topics, but that grammar topics should be arranged with reference to the exigencies and possibilities of the text. On the whole, the exercises are very helpful and suggestive. The emphasis is very properly placed on verbs. Each lesson includes from two to six verb exercises for drill on tenses, persons, numbers. The subjunctive, however, is not presented intensively and the passive is not included at all. A great many exercises are provided for pronouns, negatives, adjectives, interrogatives, numerals, and so forth. There are exercises for translation from English to Spanish. These are not essential. All of the exercises with the exception of an occasional grammatical review coördinate well with the text,

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They emphasize the new vocabulary in the text. This is one of the highly commendable and outstanding features of the book.

The reader is well illustrated with sketches and full-page pictures, thirty-four in all. There are two maps, one of Spain and one of South America. The print is large, the paper of good quality. Few misprints have been noticed. The following corrections might be made: page 67, *trepidaba* in place of *trepitaba;* page 143, *exercise* iv, sentence 3, *saludó* for *saludaron;* page 161, heading should read, "sustitúyase el imperfecto y el *pretérito.*"

The vocabulary contains about 3500 words. The following omissions have been noted as far as examined: *colear, correo, chispa, chorrear, ensangrentado, guardavía, mugir, pitar, riel, silbido, trepidar. Argentino* is incompletely translated—add *silvery.*

Primeras Lecturas en Español is on the whole a most attractive first-year book. It is suitable for use in high schools or colleges.

DOROTHY SCHONS

UNIVERSITY OF TEXAS

Tamayo y Baus: Más vale maña que fuerza. Proverbio en un acto. With notes, exercises, and vocabulary by Carlos Everett Conant, Ph. D., Professor of Modern Languages, University of Chattanooga. World Book Company. vii + 80 pages.

Like the other plays of Tamayo y Baus *"Más vale maña que fuerza"* is a thoroughly wholesome piece. The plot is simple: two young couples, friends from childhood, represent opposite aspects of the married state. Antonio and Elisa are ideally happy, and mutually trustful and loving, because they practice the principle of give and take; Miguel and Juana are utterly miserable, quarrelsome, and respectively indifferent and jealous. Elisa has an idealistic belief in the sanctity and enduring nature of love; Juana is pessimistic and cynical in her view of love, and distrustful of men in general and husbands in particular. "What?" she says, "Married two years and still in love with your husband!" There are two kinds of men, she says: some are bad, the others—worse. Miguel—by calling him a henpecked husband—persuades Antonio to accompany him to a masquerade ball and the plan is discovered. Elisa refuses to show concern, while Juana flies into a jealous rage. By her sweetness and charm Elisa keeps her husband at home and makes him ashamed of himself for yielding to Miguel's urgings. He is proud to be a "Juan Lanas" with such a wife. While Antonio settles himself by his own happy fireside, Miguel rushes off to the ball with the furious Juana at his heels. "Más vale maña que fuerza."

The style of the play is light and agreeable, the dialogue spirited and clever, the plot developed so naturally as to create an illusion of vivid reality. The language is extremely idiomatic. The book, like others in the New World Spanish Series, is attractively and tastefully printed and bound. It is a pleasure to open such a volume.

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Professor Conant has provided notes, a few exercises based on the text, and the usual vocabulary. Mistakes are few. *Gobernación*, page 8, line 15, means "interior" when used with *ministro*, etc. The vocabulary gives "government." *¿Qué tal?* seems to have been overlooked also. The notes, which are—properly—put at the foot of the pages to which they refer, are in the main excellent. They suggest translations of troublesome passages, indicate peculiarities of grammar and syntax, and provide necessary geographical and historical information. They certainly do not sin on the side of prolixity, and could have been much expanded without the slightest suggestion of padding. Splendid free English translations of idiomatic expressions are given, but the literal meaning is sometimes not made clear. It is always desirable, in the writer's opinion, to explain the literal sense, even when the expression is used in an extremely figurative way. Pupils find the idioms more striking and easier to remember when they know both the strict sense and the connotation. In other cases the exact meaning of the words of a phrase can be found in the vocabulary, but the idiomatic sense of the whole expression is not given either in the vocabulary or in the notes. Suggestions for emendations and additions follow:

Page 7, line 20: *entiendes de pulso*—"Do you know anything about taking pulses?"

Page 8, line 15: *no me dió buena espina.* Doesn't this rather mean "aroused my suspicions"?

Page 15, line 15: *chufas*, meaning given merely as "chufas" in vocabulary.

Page 17, line 9: *lo* for *le?*

Page 43, line 22: *eso que*—"in spite of the fact that."

Page 44, line 1: *intentas* has sense of "intend," not given in vocabulary.

Page 46, line 23: *¡Ay, ojalá!*—"Oh, if she only had!"

Page 46, line 27: *se acabó*—"It's all over!" "All is ended!" Good example of preterite with perfect sense.

Page 48, line 15: *¡no me faltaba más!*—"The very idea!"

Page 48, line 20: *el día menos pensado*—"one of these fine days."

Page 48, line 22: *otro gallo me cantaría*—"I would not be in this fix." "Things would have been different."

Page 48, line 28: *¡para reflexionar está la niña!*—"I'm in a fine condition to reflect!"

¿Qué tiene usted? not given in vocabulary.

The introduction states that the play may be read "in the second year of high school, or in the latter part of the first-year course in college, after completion of the selections in an easy Spanish reader." This is perhaps a little early in the course, in view of the extremely idiomatic constructions and vocabulary of the play; many teachers will prefer to have something slightly easier intervene between the easy reader and this text. The book is excellent material for close, intensive study, and should be read with that in view. Professor Conant's notes will do much to make such a study of real benefit.

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La Muela del rey Farfán: Serafín y Joaquín Alvarez Quintero. Edited, with notes, exercises for conversation, and vocabulary by Aurelio M. Espinosa, Ph. D., Associate Professor of Spanish, Leland Stanford Junior University. Cloth. xii + 93 pages. Yonkers. World Book Company.

The present trend towards short stories and plays as material for language texts has a sound pedagogical and psychological motive. Any teacher who has struggled through a fairly long novel—no matter how high its quality as literature—with an average class of young Americans, can testify to the value of texts in which the interest of the class does not have to be maintained for months, in which the characterization depends on broad strokes rather than profound psychological analysis, and in which the plot marches straight to its *desenvolvimiento* without digressions or circumlocutions. These advantages are offered in a superlative degree by the "género chico," that typically Spanish dramatic form, of which the brothers Quintero are acknowledged to be leading exponents.

"La Muela del rey Farfán" is called a "zarzuela infantil, cómico-fantástica," which sums up its character about as well as a page of description could do. King Farfán I, "el dolorido" of Chilindrina, has a bad tooth, and—naturally—a bad disposition. His daughter, Suspiritos, is in love with Prince Lindo but the king has forbidden their marriage and shuts Suspiritos up in a tower. Meanwhile doctors disagree, and the king's tooth still torments him. Suspiritos is brought to court, and informs the king that a little bird has told her that as long as he refuses his consent to her marriage with the prince, the tooth will ache. He sends her back to the tower, from which she escapes with Tomillos, the gardener, only to be captured and brought back. Finally a mysterious veiled lady cures the king by making him say after her the words "¡Amor! ¡Para el que engendre amor! ¡Dolor! ¡Para el que engendre dolor!" But if the king is unjust or cruel, his pain will return. He is therefore compelled to consent to the marriage of Suspiritos and Lindo, and everybody is happy. The dialogue is deliciously funny, as are some of the characters, such as Tomillos, who whistles when he is frightened the doctors, and the king, with his vocabulary made up mainly of "¡ay!" and "¡Voto va!," and his fondness for roaring "Off with his head!" like the Queen in "Alice in Wonderland."

The play has been properly prepared for class use. A rather careful examination reveals no omissions in the vocabulary, and the notes, which are printed at the foot of the page to which reference is made, are thoroughly adequate. The exercises are excellent. The typography and other mechanical features, as in all the books of the New World Spanish Series, are tasteful and attractive. The brief introduction adds to the value of the edition. The play may well be read in the second year of high-school Spanish, or in the second semester of college work.

HENRY GRATTAN DOYLE

GEORGE WASHINGTON UNIVERSITY

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Studies in Spanish-American Literature: Isaac Goldberg, Ph. D., New York. Brentano. 377 pp.

This book contains pleasant and instructive essays on Rubén Dario, Rodó, Chocano, Blanco Fombona and others, with a preliminary study of the modernista movement in which Gutiérrez Nájera is especially well discussed. Readers not acquainted with Spanish will find their needs well considered on account of the many translations of poems in English verse largely due to the pen of Miss Alice Blackwell. To students of Spanish-American literature the book is absolutely indispensable. They will find illuminating, however, the ideas which a reviewer of the book, Julio Irazusta, expresses in the Argentine monthly *Nosotros*, for June, 1920, as follows:

"La renovación modernista de nuestra poesia consistió en dotarla con cosas de que los simbolistas y decadentes franceses querían precisamente librar a la poesia francesa. En una palabra, los renovadores hispano-americanos aspiraban al parnasianismo y los renovadores franceses renegaban del Parnaso. Esto no quiere decir que Rubén o sus precursores hayan imitado menos a los franceses, de lo que se les acusaba. Lo que hay es que en vez de haber imitado a los simbolistas, imitaron a los parnasiones, lo que los diferencia mucho de aquellos con los cuales el público está inclinado a confundirlos. Todavía en *Prosas Profanas* Rubén Dario seguia en casi todo el libro la manera del Verlaine de *Fêtes Galantes*, que es más parnasiano que simbolista y menos vago e impreciso de lo que él predicaba en su arte poético. Sólo en la actitud innovadora hubo semejanza de nuestros modernistas con los simbolistas y decadentes franceses, y sería difícil decir si hubo imitación por aquéllos de éstos.

"Los precursores no cuentan sino en la medida en que han realizado con tanto talento como aquellos a quienes han precedido, una obra artística que ambos han hecho en la misma 'forma', los unos primero, y los otros, después, cronológicamente. Desde este punto de vista los precursores de Rubén Dario en poesia, apenas si han existido. Es cierto que los así llamados flexibilizaron el verso castellano antes de Rubén Darío, pero junto con eso lo llevaron muy pocas veces a una forma perfecta. En cambio, en prosa, Gutiérrez Nájera, por ejemplo, fué precursor. Y tengo para mi que fué precursor de sí mismo porque en la literatura hispano-americana, nadie lo ha superado en escribir una prosa clara, sobria, flexible, rica en matices, llena de fantasía, moderna, libre, elegante, y en una palabra, perfecta. No creo con el señor Goldberg que el mérito de Gutiérrez Nájera esté en haber infundido en el castellano el sentido de la melodía interna en la estructura del lenguaje. La forma de Gutiérrez Nájera no es casi nuuca musical. Tiene un ritmo interno muy 'modernista', pero es un ritmo menos musical que escultural.

"Una cosa sobre la que no ha insistido el señor Goldberg es sobre la nueva concepción de la crítica literaria que han traído a la literatura castellana Rubén Darío primero, y después Rodó. *Los Raros* de Rubén Darío son un espécimen de crítica concebida como género aparte y como obra de creación artística. No hay duda que el ensayo de Rodó sobre Rubén Darío supera a cualquiera de los 'raros', pero sigue las huellas de éstos. Y la prueba de que

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sigue las huellas de éstos y no otras, está en que los ensayos críticos de Rodó anteriores a *Los Raros*, son muy distintos del ensayo sobre Rubén Darío, y tienen muy escaso valor como exponentes de crítica a la moderna."

Antologia Portuguesa, organizada por Agostinho de Campos. Aillaud e Bertrand, Lisbon.

As the name HISPANIA implies everything pertaining to the peoples of the Iberian peninsula it is a pleasure to give notice here of this collection of reprints of Portuguese classics. The general plan will appeal to those members of the Association who would like to read the most important stylists among the older authors, whose works are practically inaccessible, as well as anthologies of modern and distinctly Portuguese writers. The object of the publication of these thirty volumes is "to put within the reach of the young people of Portugal who are learning to write and of families caring for a good Portuguese education for their children an abundant collection of selected works." The editor of the collection, Sr. Agostinho de Campos, being a professor in the Lycée Pedro Nunes and formerly general superintendent of public education in Portugal, is eminently well fitted for the task of culling the best from Portugal's rich literature. Moreover he believes that he is doing a patriotic work at this moment when Europe is torn by the strife of the two rival principles of nationality and international communism, as represented by Poland and Russia. He believes that the final victory will rest with those countries whose nationality is firmly fixed by a vigorous living language actively cherished by its speakers. Such a country is Portugal and the Portuguese race is the author of a literature which makes it "one of the six or seven great powers of the human intellect."

ALFRED COESTER

STANFORD UNIVERSITY,
CALIFORNIA.

BOOK NOTICES

Second Spanish Book: Lawrence A. Wilkins, Director of Modern Languages in the High Schools of New York City. xiv + 446 pp. Henry Holt and Company. $1.48.

This is a continuation of the author's First Spanish Book. There are four pages of class-room expressions, followed by a "Table of Ortografía," the numerals and expressions of time. The main part of the book consists of forty lessons, each one containing a prose text and a short verse selection, a list of idiomatic expressions taken from the reading text a division "Para estudio," containing grammatical explanations and forms, grammar exercises

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requiring application of principles, a section called "Trabajo individual," which contains suggestions for exercises requiring more independent use of the language. The last part of each chapter is a composition exercise to be translated into Spanish. After the lessons there is a compendium of Spanish grammar, an appendix of verbs, a Spanish-English vocabulary, and a list of proper names with their significance.

Pitman's Spanish Commercial Reader: G. R. MacDonald, Lecturer in Spanish in the Municipal School of Commerce, Manchester, England. 170 pp. (131 text, 39 vocabulary). Sir Isaac Pitman and Sons, London, and New York. (No date). $1.10.

The reading matter is divided into a large number of selections, some brief, others longer, some original, others taken from such sources as *El Heraldo de Madrid*, *El Economista*, etc. Number 65 contains a list of terms used in business. Number 66 consists of newspaper advertisements. In Number 67 there is a group of twenty-six commercial letters. Number 68 is a collection of models of commercial documents. A list of abbreviations used in business follows. At the end of the book is a Spanish-English commercial vocabulary.

Pitman's Manual of Commercial Correspondence: G. R. MacDonald, Lecturer in Spanish at the Commercial School of Commerce, Manchester, England. xiii + 328 pp. (185 text, 143 vocabularies). Sir Isaac Pitman and Sons, Ltd. London and New York. (No date of publication given.) $1.65.

A foreword contains differences of usage between Spain and Spanish America, hints on Spanish correspondence, and a short list of South Americanisms. The rest of the book is divided into sections. Each section consists of a set of phrases and a group of letters, some in Spanish, some in English. There are foot-notes in English after each letter. XVIII contains market reports, stock exchange and financial statements. XIX consists of personal letters. XX contains six pages of commercial documents and formulas. XXI has lists of colors, textiles, abbreviations, towns, countries, days, months, numbers, money, and weights and measures. XXII is an extensive English-Spanish vocabulary of commercial words and expressions (113 pp.). The Spanish-English vocabulary follows (30 pp.).

Pitman's Commercial Spanish Grammar: C. A. Toledano, of the Municipal School of Commerce, Manchester, England. viii + 284 pp. (211 text, 52 vocabularies, 19 appendixes, 2 index). Sir Isaac Pitman and Sons. Third edition, reprinted in 1918. $1.50.

There are 50 chapters, each one containing a certain number of grammar rules and forms, a vocabulary, a set of Spanish sentences, and a set of English sentences. There are Spanish and English vocabularies, followed by six appendixes containing additional grammatical information. Folded in the back of the book are two charts, one containing the conjugations of regular verbs and the other dealing with the irregularities of verbs.

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Spanish Life, A Cultural Reader for the First Year: Philip Schuyler Allen and Carlos Castillo of the University of Chicago. v + 179 pp. (94 text, 25 "preguntas," 11 "respuestas," 49 vocabulary). Henry Holt and Company. 1920. $1.00.

The book is divided into two parts, the first containing fifty-five short sketches or chapters dealing with subjects relating to daily life. The second part consists of five dialogues. The questions on the text are all placed together at the back of the book, followed by a section of answers for which the pupils are to frame questions. The Spanish-English vocabulary completes the book.

Colloquial Spanish: William Robert Patterson. 164 pp. E. P. Dutton and Company, New York. 1919. $1.25.

There are fourteen chapters. The first chapter contains introductory matter, showing similarities between English and Spanish, and furnishing general suggestions for language study. Chapter II deals with pronunciation. Each of the next twelve chapters contains a vocabulary, a certain number of grammatical forms, conversational matter, and explanatory notes. Composition exercises, anecdotes, and a few verses are distributed through the book. At the end is an appendix of words, phrases, and additional colloquial sentences in Spanish and English.

A Spanish Reader: John M. Pittaro, of the Stuyvesant High School, New York City, 298 pp. (217 text, 24 verbs, 67 vocabulary). D. C. Heath and Company. 1919. $1.32.

The book contains a large number of short reading selections, accompanied by "Cuestionarios" and exercises. The exercises are greatly varied: filling in blank spaces with the proper Spanish words, translating sentences into Spanish or English, conjugating sentences, reproducing orally or in written form the text, etc. There are also proverbs, riddles, verses, and dialogues. At the beginning of the text is a list of class-room expressions, and at the end is a group of ninety-nine idioms used in the book. The principal irregular verbs follow. There is a Spanish-English vocabulary. Reviewed in HISPANIA, February, 1920.

America Española: M. Romera-Navarro, of the University of Pennsylvania. 206 pp. (115 text, 27 notes, 64 vocabulary). Henry Holt and Company. 1919. 88 cents.

There are sixteen chapters. The book is divided into three parts. The first part, comprising five chapters, deals with the discovery and colonizing of Spanish America. The second part, six chapters, treats of the revolutionary period. The third part, five chapters, is descriptive and analytical. The notes are historical and grammatical. Reviewed in HISPANIA, May, 1920.

MICHAEL S. DONLAN

HIGH SCHOOL OF COMMERCE
BOSTON, MASS.

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HISPANIA

VOLUME III November, 1920 NUMBER 5

THE SEVENTH NATIONAL FOREIGN TRADE CONVENTION IN ITS RELATION TO THE TEACHING OF SPANISH

A speaker before the New York Chapter of the American Association of Teachers of Spanish, Sr. Manuel González, ex-consul general of Costa Rica, discussed in April of this year the importance of the National Foreign Trade Convention to be held in San Francisco in May and urged that our Association make some attempt to establish relations with the body of men who would attend by sending a representative. President Wilkins was persuaded and appointed the writer as the official delegate of the Association. Attendance at the sessions during the three days of the convention confirmed in my opinion the good sense of Sr. González' suggestion. It came too late, however, for the Association to be represented on the program by a speaker, but another year such representation would be both possible and advisable.

The Annual Convention is an open one which anybody interested in foreign trade may attend. Its executive body maintaining a permanent organization is the National Foreign Trade Council with an office at Number 1, Hanover Square, New York. Its purpose is to foster trade with foreign countries in all parts of the world. Since we as teachers of Spanish are especially interested in one of the best fields for foreign trade development, we have something to offer to traders in Spanish America in return for items of practical knowledge which will make our teaching of greater value to our students. The practical value of the study of Spanish has always been so obvious that as an Association, we

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have constantly striven to show its ideal side, the strengthening of better relations between the United States of North America and our southern Spanish-speaking neighbors of the western world. And now come the speakers before the foreign trade convention pointing out that the first fundamental doctrine of successful foreign trade is an intelligent and sympathetic understanding of your foreign customer. As teachers of Spanish we are to be congratulated since we have both a practical and an ideal basis for our labors.

The Seventh National Foreign Trade Convention was held in the Civic Auditorium of the City of San Francisco. This is a handsome building composing one of the group of buildings known as the Civic Center. After the great fire the progressive men of San Francisco decided to place in one locality around a large park-like plaza those buildings which immediately concerned the community life of the city. To date only the auditorium, the public library and the city hall, resplendent with its gilded dome, have been built, but they form an architectural group of great beauty and one of the sights of San Francisco. The auditorium, now famous as the scene of the Democratic National Convention of 1920, was built as part of the preparation for the Panama-Pacific Exposition, with a seating capacity of twelve thousand.

The general sessions of the convention were held in the main hall of the auditorium. Being situated beneath the dome of the building, the hall is circular and surrounded by noble white columns. The speaker's platform is erected within the circle. In the corridors outside the circle were commercial exhibits of various kinds. Most striking were the exhibits of maps and photographs to illustrate the shipping advantages of different Pacific ports such as Seattle and Tacoma. The State of Oregon exhibited huge trunks of trees which produce valuable lumber; and different steamship lines had replicas of ship saloons attended by attractive Japanese and Chinese young women. The Philippine Islands showed a very interesting selection of native products. Quite extensive was the section devoted to periodicals, trade directories, atlases and other printed material. Though some of the publishers should advertise their publications in the advertising pages of HISPANIA rather than receive free mention here, yet, teachers of commercial Spanish will be glad to learn of the existence of a special commercial atlas

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of Spanish America, published by the General Drafting Co., 9 Church Street, New York, and sold at the price of $20, under the name of "Atlas America Latina."

In rooms beyond the corridors of exhibits and on the upper floors of the building were held group meetings where topics were discussed interesting to fewer persons than those of the general sessions.

The general theme of the convention was "The Effect of Being a Creditor Nation," a phrase which seemed to sum up the three great problems at the moment confronting the foreign trader: The relation between our productive capacity and foreign trade; the financial aspects of our trade with the former belligerent nations; and the possibility of increased trade expansion in undeveloped neutral markets. The different angles from which these problems were discussed are shown by the complete program which follows:

FIRST GENERAL SESSION—WEDNESDAY, MAY 12TH

Convention called to order by James A. Farrell, Chairman, National Foreign Trade Council.

Address of Welcome: Captain Robert Dollar, Chairman, Pacific Coast Committee, National Foreign Trade Council.

Organization of Convention: Address of President of Convention. Appointment of Convention General Committee.

Session Topic:—Fundamentals of Our Foreign Trade.

1. The Relation of Our Productive Capacity to Our Foreign Trade: James A. Farrell, Chairman, National Foreign Trade Council, President U. S. Steel Corporation.

2. Increasing Imports: E. P. Thomas, President, U. S. Steel Products Co.

3. The Financial Situation as Applied to Foreign Trade: Fred L. Lipman, Vice-President, Wells Fargo Nevada National Bank.

4. Foreign Exchange: Fred I. Kent, Vice-President, Bankers' Trust Co.

SECOND GENERAL SESSION

Session Topic:—Exports and Imports.

1. The Function of Imports in Our Foreign Trade: George E. Roberts, Vice-President, National City Bank.

2. The Future of Our Exports: Frederick J. Koster, President, California Barrel Company.

3. Railway Service in Foreign Trade: William Sproule, President, Southern Pacific Railway.

GROUP SESSIONS

Group I.—Education for Foreign Trade.

1. Why and How Economics Should be Taught in the High Schools:

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Dr. Ernest L. Bogart, Assistant Acting Foreign Trade Advisor, State Department.

2. Adequate School Training in Commercial History: Edmund A. Walsh, Georgetown University, School of Foreign Service.

3. Geography in School and College: Emerson Lucas, Chattanooga, Tenn.

4. Discussion: Everett W. Lord, Boston University; Will A. Peairs, Des Moines; V. H. Pinckney, California Packing Corporation.

Group II.—Financing Foreign Trade.

1. Through Credits and Investments: John E. Gardin, International Banking Corporation.

2. Through Foreign Finance Corporation: Frank B. Anderson, President, Bank of California.

3. Possibilities Under the Edge Law: Elmer H. Youngman, Bankers' Magazine.

4. Discussion: Allen Walker, Guaranty Trust Co.

Group III.—Transportation and Communication.

1. Development of Export and Import Transportation: R. M. Calkins, Vice-President, Chicago, Milwaukee & St. Paul Ry.

2. Port and Terminal Facilities: B. F. Cresson, Jr., New York-New Jersey Port and Harbor Development Commission.

3. Communications: Gordon C. Corbaley, Seattle Chamber of Commerce.

4. Oriental Trade Expansion Dependent Upon Transportation Development of Asia: Paul P. Whitham, Trade Commissioner, Department of Commerce.

Group IV.—Foreign Trade Advertising.

1. Advertising Results: J. G. Culbertson, President, Wichita Falls Motor Co.

2. Agency Service: Frank Arnold, Frank Seaman, Inc.

3. Consumer Advertising Abroad: W. E. Row, Shanghai.

THIRD GENERAL SESSION—THURSDAY, MAY 13TH

Session Topic:—Foreign Trade Policies.

1. American Organization for Foreign Trade: Henry Suzzalo, President, University of Washington.

2. The Work and Service of American Chambers of Commerce Abroad: C. W. Whittemore, American Chamber of Commerce, Buenos Aires.

3. Federal Incorporation for Foreign Trade: A. R. Hager, Shanghai.

4. The Need of a Bargaining Tariff: Robert H. Patchin, W. R. Grace & Company.

5. Reorganization of the Government Service of Trade Promotion and Information: W. W. Nichols, Allis Chalmers Company.

GROUP SESSIONS—THURSDAY, MAY 13TH

Group V.—Direct Selling Abroad.

1. Why Direct Selling: W. L. Saunders, Chairman of Board, Ingersoll-Rand Company.

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2. Sales Methods Under Adverse Exchange: P. S. Steenstrup, General Motors Export Company.

3. International Barter: Burwell S. Cutler, Washington, D. C.

Group VI.—Banking Service to Foreign Trade.

1. Foreign Trade Promotion Through the Banks: W. E. Aughinbaugh. New York Commercial.

2. Inland Banks and Foreign Trade: W. C. Dunlap, Treasurer, American Multigraph Company.

3. Need for Standard American Letter of Credit: Marc M. Michael. Treasurer, Consolidated Steel Corporation.

Group VII.—Trade With the Orient.

1. China: Chao Hsin Chu, Consul General of China.

2. The Philippines:

3. The Dutch East Indies: A. Tigler Wybrandi, Holland-American Chamber of Commerce.

4. French Indo-China: Gaston Giraud, Commercial Attaché.

5. Japan: T. Teshima, Mitsui & Co.

Group VIII.—Foreign Trade and the Press.

1. The Service of the Business Press: James H. McGraw, McGraw-Hill Corporation.

2. The Agricultural Press: G. Howard Davison, President, El Campo Internacional and The Field Illustrated.

3. The Export Press: Franklin Johnston, American Exporter.

Group IX.—Foreign Credits and Credit Information.

1. The Importance of Foreign Credits: Henry S. McKee, Vice-President, Merchants National Bank, Los Angeles.

2. Difficult Problems and How to Solve Them: E. G. Swift, Getz Bros.

3. Credit Insurance, Is it Feasible? Is it Desirable?

Discussion leaders: George R. Meyercord, 1st Vice-President, Illinois Manufacturers' Association; Mark O. Prentiss, U. S. Clearing House of Foreign Credits.

Group X.—American Trade With Russia.

1. Russia, and American Problem: W. C. Redfield, President, American-Russian Chamber of Commerce.

2. Trade Possibilities With Asiatic Russia: David P. Barrows, President, University of California.

3. Current Conditions in Russia: Jerome Landfield, American-Russian Chamber of Commerce.

Group XI.—Foreign Trade Information.

1. How to Use the Federal Information Services: E. A. Brand, Tanners' Council of the U. S. A.

2. The Services of Business Libraries: Miss A. L. Rose, Special Libraries Association.

3. A New Commodity Classification for Trade Statistics: G. B. Roorbach, School of Business Administration, Harvard University.

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FOURTH GENERAL SESSION—FRIDAY, MAY 14TH

Session Topic:—The Merchant Marine.

1. American Maritime Policy: William H. Knox, President W. H. Knox & Co.

2. American Marine Insurance: Hendon Chubb, Chubb & Sons.

3. Fuel Oil and Foreign Trade: A. C. Bedford, Chairman of Board. Standard Oil Co. of New Jersey.

4. American Coal and Its Relation to Foreign Trade: E. J. Enney, President, William Cory-Mann-George Corporation.

5. Marine Securities: John E. Barber, Harris, Forbes & Co.

GROUP SESSIONS

Group XII—Practical Problems of the Export Manager.

1. Training Export Salesmen: W. P. F. Ayer, Vice-President, Walworth Mfg. Co.

2. Trade Mark Protection: C. B. McElhany, Vice-President, American Steel Export Co.

3. Survey of New Markets: E. Wilhelmi Droosten, The Robbins & Myers Company.

Group XIII.—Webb Law in Operation.

1. Webb Law Developments: Huston Thompson, Federal Trade Commissioner.

2. Webb Law in Operation: E. J. Bartells, Wood Pipe Export Co.

3. Webb Law Association Management: E. E. Judd, Manager, American Webbing Manufacturers Export Corporation.

Group XIV.—Pacific Problems.

1. Commercial Intercourse With China: John Foord, American Asiatic Association.

2. Relation With the Peoples of the Orient: Robert Newton Lynch, Vice-President, San Francisco Chamber of Commerce.

3. Handling Products of the Orient: W. B. Henderson, Pacific Ports, Seattle, Washington.

Group XV.—Latin American Trade Relations.

1. Transportation, Tariff and Customs Conditions in Latin America: F. F. G. Harper, San Francisco.

2. Financing Foreign Trade in Latin America: Guy W. Wolf, Financial Editor, Commercial News.

3. Ocean Transportation: Chas. E. Brown, Swayne & Hoyt, Inc.

The speakers at the general sessions emphasized the crisis presented by the high rate of exchange. "It burdens and discourages exports from this country," said Mr. George E. Roberts, vice-president of the National City Bank of New York. "The Canadian purchaser of American goods, for example, must pay the price in this country and then pay a premium of 10 or 15 per cent to obtain the means of payment. Our trade is being curtailed, partly by the

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added cost resulting from the exchange rates and partly by a deliberate policy. There is public agitation against purchases in the United States except of goods that are indispensable." Since such is the state of affairs in most of the world, the outlook at the moment for the expansion of our foreign trade is not bright. The one brilliant exception where the rate of exchange is favorable for trade (and here is the significance for us teachers of Spanish) lies in Spanish America.

A side light of interest was thrown on this fact by an exhibit of the National Association of Manufacturers. This association maintains a translation bureau; and for members of the association it translates free twenty-five business letters yearly, with appropriate charges for letters beyond that number. The translation bureau exhibited the following table of the number of translations of business letters for the year 1919:

	FROM	INTO
Spanish	18,333	11,738
French	8,424	4,687
German	906	294
Portuguese	2,047	2,151
Italian	1,258	677
Russian	102	30
Danish	124	21
Swedish	145	54

The group session of most interest to teachers of Spanish and the one in which our Association should have been represented by a speaker was Group I, "Education for Foreign Trade." The chairman of the meeting was Prof. H. R. Hatfield, Dean of the School of Commerce in the University of California. The dominant force behind the organization of this group and its program was the School of Foreign Service of Georgetown University. To this school Mr. James A. Farrell, President of the United States Steel Corporation, has recently given $20,000. Mr. Farrell is also Chairman of the National Foreign Trade Council. He attended the meeting of Group I, and when called on to say a few words, declared that he never understood before the close relation between education and foreign trade.

For teachers of Spanish the most interesting of the set addresses was that by Mr. Emerson Lucas, regarding Chattanooga. It ap-

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pears that the industries of that city, many and various, are engaged largely in the production of exportable wares. Consequently the school courses are arranged with the idea in mind that some day the school child will be engaged in an industry connected with foreign trade. Geography especially is taught on this basis; Spanish likewise, according to what Mr. Lucas termed "the Chattanooga idea." Mr. Conant, of that city, a member of our Association, has promised to tell the readers of HISPANIA how the idea is applied and how it works out in the teaching of Spanish. At times the schools concentrate on some country; and, as Spanish America receives many of the Chattanooga exports, the children had recently passed through a "Spanish-American week." Mr. Lucas displayed some of the posters referring to it which had been produced by the drawing department of the High School.

In the discussion which followed the addresses, the importance of the study of foreign languages received attention. Mr. Peairs, a manufacturer of Des Moines, Iowa, advocated a scheme which he had been pursuing in his own business. He has constantly engaged two young Mexicans, who, after a training in his office, return to Mexico to represent him. He thought that if two thousand exporting manufacturers would keep employed as many young Mexicans to send them home afterwards as representatives, the problem of international misunderstanding between Mexico and the United States would be solved. This scheme, of course, is fundamentally the same as the interchange of professors as well as that of the interchange of students which is being carried out so successfully by Prof. José Gálvez of the Instituto Pedagógico of Santiago de Chile. It will be remembered that Prof. Gálvez was in this country a few years ago for the purpose of furthering the placing of Chilean students here and that since then there have been in the United States ten or twelve young Chilean men and women as student teachers who return to Chile pledged to teach English a certain period in Chilean schools.

Another speaker in the discussion was Mr. Everett Lord of Boston University. He merely related what is given succinctly in the announcement of the university as follows:

"In the past few years the 'laboratory plan' of combining classroom instruction with practical experience in shop or counting-house has proved to be the most satisfactory form of industrial or

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commercial education. In the College of Business Administration of Boston University, for example, the four-year course leading to the degree of Bachelor of Business Administration provides for one full year of supervised employment as an integral part of the course of study.

"The university now announces a laboratory program for its Latin-American trade courses, through the establishment of a branch college in Havana, Cuba, where students regularly registered in the College at Boston may take a part of their college course, thus having the opportunity to learn Spanish in a Spanish country, and to become personally acquainted with Spanish-American life and customs.

"The Havana Branch is supported jointly by Boston University and a local Board of Guarantors, representing the principal business interests of Cuba. The instructors are members of the regular faculty of Boston University. The courses parallel those given in Boston except that they are, in general, conducted in Spanish.

"Students who have completed their Freshman year at Boston University with high standing, may transfer to Havana for the Sophomore or Junior year, or both. In Havana, they will make their homes with Cuban families, will associate in the classroom with Cuban students, and will have opportunity to acquire familiarity with Cuban business methods. At the same time, they will be under the constant supervision of the College faculty and will carry on the same courses of study that corresponding classes are carrying in Boston.

"American students will not be admitted directly to the Havana Branch, but must spend at least one year in Boston, where they may take intensive courses in Spanish and in other subjects intended as special preparation for the work in Cuba.

"Cubans and other Spanish-speaking students may, after a similar preparatory year in Havana, transfer to Boston."

Father Walsh of Georgetown University followed with an account of what the School of Foreign Service was planning for the summer. Readers of HISPANIA will find the plan and its successful carrying out interestingly described in this number in the article "Del Potomac al Guaire," by Dr. Guillermo Sherwell, who had charge of the expedition.

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The speakers before Group XV, Spanish-American Trade Relations, emphasized the necessity of paying attention to certain peculiarities of South American geography and laws, things which teachers of commercial Spanish have always taught their pupils but which American exporters are slow or unwilling to learn. I refer to carefulness in packing goods, intelligent reading of tariff laws, long credits, and attention to the susceptibilities of Spanish Americans. Señor Guerrero, consul of El Salvador, referred to this point in these words: "This matter (courteous forms of expression in commercial correspondence), as well as the quality of the merchandise, is necessary to create and keep the good-will of the trade."

It is plain, therefore, that teachers of Spanish have a task before them. In this respect, the report of Group I to the convention is interesting:

> I. In order adequately to provide for the demands of foreign trade, it is desirable that systematic training be more generally given to prepare for such work.
>
> II. This training should, among other subjects, include: (1) The fundamental principles of economics; (2) the study of history as bearing on economic and commercial problems; (3) commercial geography so treated as to bring it in close touch with local business conditions; (4) training in the effective use of foreign languages.
>
> III. Since sixty per cent of the students who enter High Schools end their education at this point, such instruction should be given in the high school as well as in college.
>
> IV. Attention was called to the action taken in various parts of the country to secure interchange of students between the United States and the countries of Latin America, the Orient and Sweden. More adequate support for this movement seems most desirable.

That the group, Education for Foreign Trade, brought in so strong a report in favor of language instruction when the subject was not represented by a set speech is a triumph.

ALFRED COESTER

STANFORD UNIVERSITY
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DEL POTOMAC AL GUAIRE

Cuando todos hablan del estrechamiento de relaciones entre los países del Continente Americano por medio del intercambio de profesores universitarios, de becas concedidas en los distintos países para estudiantes de otras partes del Continente y de otros diversos medios de acercamiento intelectual, la Universidad de Georgetown de Wáshington, D. C., concibió la idea de pasar de golpe del terreno de las teorías al de los hechos prácticos y, sin hacerse bombo, decidió enviar a un grupo de sus estudiantes a una de las naciones de Hispanoamérica para que pasara en él una temporada investigando la situación industrial financiera y económica del país, y practicando el idioma castellano.

La empresa era arriesgada como lo son todas las que constituyen una primera experiencia en cualquier línea de actividad; pero la Universidad de Georgetown decidió ver de manera práctica y definitiva si el decantado intercambio podía llevarse a efecto, y qué resultados prácticos podía producir. En consecuencia, contando con la valiosa ayuda de los Caballeros de Colón, que sufragaron los gastos de doce estudiantes, y contando con la buena voluntad de otros seis de éstos, que ofrecieron pagar sus propios gastos de viaje, decidió enviar a los Estados Unidos de Venezuela a los primeros mensajeros que una universidad de un país ha enviado a una universidad de otro país, en escala tal y en forma que constituyen la iniciación de una nueva época en los anales universitarios de los Estados Unidos.

Era esta empresa tan seductora que el que suscribe no vaciló en aceptar la representación de la Escuela de Servicio Extranjero de Georgetown y encabezar el grupo. En consecuencia, el 16 de junio del corriente año los dieciocho estudiantes de Georgetown, con el profesor del Departmento Español a la cabeza, nos embarcamos en el vapor "Caracas" de la Línea "D" Roja, en Nueva York, rumbo a un país que creíamos hospitalario y progresista, pero del cual sabíamos muy poco más que lo que generalmente constituye el conocimiento ordinario de las personas de nuestro país que se llaman a sí mismas cultas. Es decir, teníamos la cabeza llena de todos los estribillos corrientes, tales como las expresiones: "país de vastos recursos," "país pobremente desarrollado," "país agitado por revoluciones," "país de más generales que agricultores," etc., etc. Nuestro

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desengaño fué tan profundo como placentero. Después de diez días de navegación, de los que hay que descontar una estancia que se prolongó treinta y seis horas en San Juan de Puerto Rico, debido a una huelga de alijadores (también en Puerto Rico se cuecen habas), y una detención de unas cuantas horas en Curazao, desembarcamos en La Guaira, en donde los hijos de Georgetown fueron recibidos por comisiones del gobierno y por un escogido grupo de estudiantes de las distintas escuelas universitarias de Caracas.

Hacer una descripción detenida de nuestra estancia en Venezuela sería desgranar recuerdos que para nosotros son gratísimos e imborrables, pero que quizá serían de poco interés para los lectores de HISPANIA. Hubo diversiones, agasajos y cortesías a granel; pero esto no quiere decir que no hayamos atendido a nuestros negocios de manera muy cumplida. Todos los días nos reunimos durante dos horas académicas en un espléndido salón que nos proporcionó el Dr. don Manuel Segundo Sánchez, Director de la Biblioteca Nacional, y hombre eminente en todo género de disciplinas literarias, y durante estas dos horas estudiamos los puntos difíciles de la gramática española, y discutimos los informes que los estudiantes iban reuniendo poco a poco para la tesis que cada uno de ellos había de presentar a la Universidad a su regreso.

La mejor práctica que los estudiantes hicieron en materia de español consistió simplemente en vivir con las familias caraqueñas, visitarlas, asistir a sus fiestas y estar en contacto constante con los venezolanos. Para facilitarles esta práctica no se les permitió que formaran grupos entre sí, sino en contadas ocasiones. No vivieron más de dos juntos durante toda nuestra estancia en Caracas. Al fin de nuestro curso tuvimos el honor de que el Sr. Dr. don Pedro Itriago Chacín, famoso internacionalista, Jefe del Departamento del Servicio Diplomático en el Gobierno de Venezuela y Profesor de Derecho Internacional en la Escuela de Ciencias Sociales, cerrara nuestro curso con una brillante conferencia.

Una placentera interrupción en nuestros trabajos fué un viaje de cuatro días hecho en automóvil por distintas regiones del país. Durante este viaje visitamos lugares históricos notabilísimos tales como la Hacienda de San Mateo, que fué propiedad de Bolívar, y en donde el heroico capitán Ricaurte voló las municiones que estaban a su cuidado, pereciendo en compañía de las tropas realistas que habían llegado a ese lugar, antes que permitir que el enemigo se

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apoderara de los elementos de guerra de Bolívar. Visitamos también el pueblo de La Victoria, en donde se encuentra una estatua de Ribas, el famoso general a cuyo lado combatieron y a cuyo lado supieron perecer todos los estudiantes de Caracas, quienes sin excepción alguna se le habían unido para pelear contra la dominación extranjera en Venezuela. Dimos la vuelta al hermoso lago de Valencia; visitamos haciendas de café y plantaciones de caña; recorrimos grandes extensiones de tierra dedicadas a la ganadería; visitamos la hermosísima ciudad de Valencia, flor de los trópicos, y llegamos hasta el puerto de Ocumare de la Costa atravesando bosques de cacaotales y gomeros. Pasamos por selvas habitadas de monos, tigres y serpientes, y oímos pasar por sobre nuestra cabeza bandadas ruidosas de pericos. Recorrimos valles fertilísimos y nos empinamos por atrevidos caminos cortados en la roca, hasta llegar a las nubes, y pasarlas, para ver el sol por encima de ellas y, por fin, regresamos a Caracas sin sentir la fatiga de cuatro días de automóvil, y con el espíritu lleno de impresiones inolvidables. Esta expedición fué un obsequio hecho a los representantes de Georgetown por el Excelentísimo Señor don Rafael González Rincones, Ministro de Instrucción Pública de Venezuela, quien también había dado orden de que los estudiantes fueran alojados por cuenta del gobierno.

De todo lo que vimos en Venezuela algunas cosas indudablemente desaparecerán de nuestra memoria, pero de seguro nunca olvidaremos aquellos atrevidos caminos de automóvil que por millas y millas recorren las llanuras y se encaraman por las serranías causando estremecimientos a los viajeros, que apenas pueden concebir el atrevimiento de los ingenieros constructores de tamañas maravillas; tampoco olvidaremos las notables manifestaciones de la industria venezolana, naciente, es verdad, pero poseedora de caracteres singularmente agradables, tales como su venezolanismo en todo, desde el capital que en ella se emplea hasta los individuos que en ella trabajan; pero por sobre todo esto y todo lo demás que ha quedado grabado en nuestro espíritu se destacará siempre la cultura tan refinada, la amabilidad tan digna y la virilidad tan enérgica del publo venezolano que ha sabido producir guerreros como Bolívar y Sucre, la figura más grande y la figura más limpia de las guerras de independencia de América; escritores cuya gloriosa tradición siguen hombres como Manuel Díaz Rodríguez, Laureano Vallenilla Lanz, Rómulo Gallegos, Manuel Segundo Sánchez y una pléyade de jóvenes como Enrique

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Planchart, los hermanos Carnevali, Mariano Picón-Salas, Pedro La Riva Vale y otros muchos que sería largo citar; pintores como Tovar y Tovar, Rojas, y Michelena, muertos, y Tito Salas vivo, de quienes debiera organizarse una exposición en los Estados Unidos; pensadores como don José Austria y el doctor Lisandro Alvarado y tantos y tantos otros hombres que en todos los terrenos han sabido poner a Venezuela entre las naciones que con más actividad trabajan por acrecentar el desarrollo de la cultura humana.

La aventura de la Universidad de Georgetown tuvo éxito completo. Ya hemos salido del terreno de la experimentación y ahora sólo se necesita que las demás universidades de los Estados Unidos sigan el ejemplo, mandando a sus estudiantes a los países hermanos del Continente, e inviten a las demás universidades americanas a que manden sus estudiantes a nuestros centros de cultura. Cuando esto se realice se logrará esa mejor compenetración de espíritus, esa comprensión tan necesaria, por la que tanto se ha abogado, y que tiene importancia tan trascendental para el futuro de este Continente.

GUILLERMO A. SHERWELL

GEORGETOWN UNIVERSITY
WASHINGTON, D. C.

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TEACHING COMMERCIAL SPANISH

The experience of the writer convinces him that the inclusion of commercial Spanish in any course, whether commercial or academic, is a potent factor in vitalizing the work, definitizing it, offering a practical application of knowledge gained by many weary hours of study, and, finally, in affording an incentive which will stimulate interest to a very high degree. Even the academic pupil rejoices in the thought of having broken the bonds of the "literary" and the imaginative and revels in his new experiences of dealing with matter which is real, alive, and concrete. The study of commercial Spanish, particularly the correspondence phase of it, has the added value of assuring more careful work, greater accuracy, more attention to details, and tends to establish habits of clearer thinking in the language.

It is argued, and justly so, that the pupil should have a thorough grasp of the fundamentals of the language before commercial work is undertaken. Of course, an irregular verb, *ser* or *estar, a las ocho en punto,* does not lose its identity whether used in literary Spanish, commercial correspondence, or in a talk on the latest fashion in ladies' dresses. Still, it is strongly suggested that in the purely commercial course the vocabulary selected should be one met with in common commercial practice. Thus there would be no harm in introducing in the early stages of the study of the language such expressions as *acusar recibo de una carta, contestar a una carta, hacer un pedido de géneros, vender al por mayor, tomarse la libertad, entablar relaciones comerciales, establecer una agencia,* etc., expressions which could be employed advantageously in an every-day colloquial usage of the language. A text-book of commercial correspondence could suppant the traditional prose book which frequently treats of matters far removed from the field of commerce.

It is the practice in the De Witt Clinton High School, an academic school, not to introduce commercial Spanish until the fifth semester of the course. The foundation given the pupils in the first four semesters insures fast progress in dealing with Spanish correspondence. There are several obstacles, however, which will be mentioned farther on. A practicable distribution of several kinds of work in the third year of the course is two periods a week devoted to

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prose composition, two periods given over to commercial correspondence, and one period a week taken up with reading of short stories written by representative authors of high caliber. The short stories are selected because they can be disposed of in one period and because they make for greater and more sustained interest. In the fourth year of the course two periods a week are devoted to prose work and commercial Spanish, and three periods a week to literature.

Two difficulties present themselves to the school which desires to offer a course in commercial Spanish—proper text-books and well-equipped teachers.

There are relatively few books dealing with commercial Spanish, and those we have at our disposal are in the main manuals or dictionaries in text-book covers. They lack the modern pedagogical treatment found in other texts and in no wise lend themselves to ready class-room use. The use of the outline letter, in texts dealing with commercial correspondence, instead of a complete letter to be translated from English into Spanish, offers a great handicap. The complete letter, on the other hand, offers a uniformity of purpose and effort, which in turn creates a definite problem that all the pupils of the class must solve. The definiteness of the task affords the teacher an opportunity for a well-directed, coherent, and effective drill.

Effective teaching in commercial Spanish is often not secured because the teacher is frequently ignorant of the fundamental principles of business practice. Even the English nomenclature and idioms used in commerce are in a large measure foreign to him. In his Hunter College class the writer found that teachers who are quite proficient in Spanish generally, had difficulty in comprehending the nomenclature used in English correspondence and following the technique of business procedure. The very same difficulty is encountered in teaching academic students who are taking commercial Spanish. A great deal of valuable time is consumed in teaching pupils the differences between a draft, a note, a receipt, not mentioning more complicated details of consular invoices, certificates of origin, bills of lading, and their importance, the meaning of a sight draft against surrender of documents, etc., etc. Special courses, in the hands of a competent instructor, might help teachers to overcome this difficulty, but the most effective way would be to work in some business house on full time or make arrangements for part-time work.

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At some period of the course, perhaps the third semester, of a purely commercial course, the grouping of pupils into two classes is strongly advised; one for those who have difficulty in oral and aural Spanish, but who are otherwise proficient in written Spanish, and the other for pupils who are proficient in all phases of the language.

For the further vitalization of the work in commercial correspondence the project method is employed. The project may take the form of an American firm wishing to secure a new customer and sell him a bill of goods. One class takes the part of an American firm sending out a circular. This circular is sent to another class of the same grade, either in charge of the same teacher or another teacher. The latter class is the South American firm, of course. The teacher in charge acts as postmaster and delivers the "mail." The South American firm answers, and this exchange of correspondence is carried on till the project is completed. In connection with this work a very careful study is made of the daily consular reports, which serve as a basis for discussion and which furnish leads for "customers."

In connection with the work in commercial Spanish, the making of maps is encouraged. Outline maps are furnished the students. This series has been found valuable: population of countries and most important cities, cities and ports, climatological maps, maps showing the imports and exports of the several Spanish-speaking countries.

Pupils should be taught how to use the text-book, the dictionary, encyclopedias, and gazetteers. They should be taught to take advantage of the various governmental departments and private concerns which offer valuable information that could be applied to commercial Spanish.

To be sure, commerce is an effective instrument for drawing more closely together the bonds of nations, but it is not to be assumed that the mere acquisition of commercial formulas will suffice to create international amity and establish permanent commercial relations. The study of Spanish, whether commercial or otherwise, should be supplemented by a thorough study of the genius and character of the Spanish-speaking peoples. To that end a period a week could be devoted in class to hearing reports made by pupils on outside readings. Part of the period could be devoted to discussion of the pupil's report and to a lecture given by the teacher. The language used should be English.

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If this work cannot be done in class because of lack of time, a club of the nature of the Latin-American Club in De Witt Clinton High School could undertake to fill this necessity. This club is spreading the gospel of Spanish-Americanism through a series of well-planned talks, frequently illustrated by moving pictures and slides, thus bringing far-away Spanish America nearer to the student.

The writer is not advocating the idea that commercial Spanish should be studied to the exclusion of Spanish literature. Both sorts of Spanish have their places in the school curriculum, but it is our function as intelligent educators to adapt our courses to the immediate needs of our pupils and the community. The situation is admirably summed up in a paragraph from *Modern Studies:*

"We have devoted four subsections to the practical ends of Modern Studies, and we owe no apology for putting practical ends first. Knowledge and training have a clear value in the struggle for existence, and in order to live well it is first necessary to live. Practical education is the only foundation on which idealistic achievements can be raised; to neglect the practical ends of education is foolishness; but to recognize no other is to degrade humanity."

M. A. LURIA
DE WITT CLINTON HIGH SCHOOL
NEW YORK, N. Y.

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SPANISH STENOGRAPHY

About four years ago was conceived the idea of giving the boys of the graduating class of the Commercial High School of Brooklyn a little intensive work in Spanish stenography. The reason for doing so was the constant demand for graduates who knew Spanish and who could also take down letters in Spanish shorthand. Many of our graduates on visiting us said that the opportunity for better positions was offered to those who knew how to take down letters directly from the Spanish dictation.

We wanted to give our boys this opportunity, but there was no one who knew both Spanish and stenography. Of course we could have dictated the material and had the boys take the notes in their own way, regardless of whether they were getting the right outlines or not. But this, we felt, was not satisfactory. There ought to be some instruction in the correct method of writing the shorthand outlines. This meant that one of the Spanish teachers would have to learn the system.

As I had been a student in the Commercial High School, and therefore knew the Pitman system of shorthand thoroughly, Mr. Harrison, the head of our Spanish department, asked me to take up the work of teaching Spanish shorthand to the boys of the graduating classes. I obtained a copy of "Taquigrafía Española" (Pitman). It was necessary for me to master the differences that exist in the two systems on account of the sounds in one language that do not occur in the other. Then I suggested that the boys of the eighth term be supplied with copies of the book.

The first thing to teach the boys was the few differences due to sounds. This was not hard, for all of our boys are quite skilled in stenography, having had at least two years of the subject by the time they reach the last term of school. And as they have also had at least three and one-half years of Spanish, they readily grasp the problems.

In the course of the four or five years that I have been giving the course, I have found that many of the fundamental principles of stenography may be omitted in the teaching of the system to our eighth-term boys. And, although at first I gave the course to all boys in the last class, I soon found out that this was not at all a

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good scheme. There were those who could not do the work because they did not have a good enough knowledge of Spanish—I mean those boys who manage to just squeeze through each term of the language.

Therefore, at present, I limit the course to those boys who have had an average standing of 85 per cent in Spanish during their seventh term. In this way I get students who really will profit by their study of Spanish stenography and who probably will make use of their knowledge of Spanish in the business world. This gives me two classes of boys with about twenty boys in each class. They meet twice a week.

During the first and second weeks we spend our time in the consideration of the differences in outlines due to differences in sounds. For example, we use the English stroke for *sh* to represent the Spanish *ll* sound, the English *j* stroke for the sound of Spanish *jota,* the English *ing* stroke for the Spanish *ñ* sound.

Again I find that the large number of diphthongs and triphthongs in the Spanish language causes some trouble. This is overcome by the insertion of the vowel sounds when taking notes; but as this is usually only an elementary trouble, later all vowels are omitted except distinguishing ones. That is to say, there may be two words which have the same consonant sounds, but different vowels. In this case we insert the vowels to distinguish the words, e. g., *esc-eso; espero-espera; pasco-posco;* etc. All other points are practically the same in both systems.

Therefore, after some very intensive drill in correct outlines, followed by the memorizing of all important grammalogs and phraseograms, we spend all of our time in attaining speed. By the end of the term the average boy can take fairly difficult matter at 75 to 80 words per minute. Some boys can take dictation as fast as 90 or 100 words per minute.

The procedure for that part of the work is as follows: The lesson is assigned—there are three parts: 1. Transcribing notes from text-book to longhand in Spanish, and on the typewriter (all home work must be typed). 2. Memorizing grammalogs and phrase outlines. 3. Writing in shorthand the Spanish letters in text-book.

On the next day the lesson is heard. 1. Boys hand in their typewritten work. 2. They read from the shorthand notes in the text-book. 3. Board drill on grammalogs and phrases. 4. The letter is dictated to the pupils at the board. 5. They then are required

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to read back from the notes at the board. 6. Outlines are corrected. 7. Difficult outlines are explained. 8. The letter is dictated to all boys, who take it down in note-books (the rate is usually 65 or 70 words per minute). 9. Boys read back notes. 10. The same letter is dictated at greater speed. If time permits we dictate faster and faster in order to work up speed.

There are usually about 150 to 200 words in each letter lesson, so that we can dictate the same letter several times in each period. Just before the term closes, I dictate from new matter, permitting the boys to choose their outlines.

I have found that this course, while it does not make any boy an expert Spanish stenographer, gives every boy the ability to take down in Spanish shorthand the average business letter as dictated by the ordinary business man. Quite a few of our boys have been able to secure much better positions because of their knowledge of Spanish stenography. We have found the course to be a very successful one, and one which boys are eager to take up. The appeal from the business point of view is very strong, and the boys strive to keep up to the mark in Spanish in order to be able to take the course in the eighth term. Spanish stenography is indeed a live course, and one which all our schools ought to offer their advanced Spanish students.

A. J. BOVE

COMMERCIAL HIGH SCHOOL
BROOKLYN, N. Y.

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EL CURSO DE VERANO EN MADRID

El verano pasado la Junta para Ampliación de Estudios e Investigaciones Científicas organizó con gran éxito el noveno curso de vacaciones para extranjeros. El número de estudiantes matriculados señaló un aumento considerable sobre los años anteriores.

D. Ramón Menéndez Pidal, director del Centro de Estudios Históricos, fué el encargado de trazar el plan del curso. Las clases y excursiones estuvieron a cargo de profesores de dicho Centro y de la Universidad de Madrid.

Los estudiantes ocupaban dos residencias—los hombres la espléndida Residencia de Estudiantes, Pinar 15, y las mujeres la de Fortuny 30.

Las conferencias se dieron en las aulas del Instituto Escuela (Miguel Ángel 8), que está ahora bajo la dirección de la Junta. Este instituto es el que antes se llamaba la Escuela Internacional para Señoritas.

El día 24 de julio se celebró la inauguración del curso de verano en el salón de actos del Instituto Escuela. D. Ramón Menéndez Pidal hizo una docta relación del hispanismo en Alemania, los Estados Unidos, Inglaterra, Francia, e Italia, en sus tres aspectos literario, lingüístico y utilitario. De los Estados Unidos dijo que era la tierra de promisión del hispanismo. Señaló las ventajas humanísticas del conocimiento del español, e hizo profundas observaciones acerca de los caracteres de moralidad, popularidad y democracia de las letras clásicas castellanas. Afirmó con Cuervo que aunque alguna vez el castellano de América llegara a variar substancialmente del castellano de España, el idioma americano seguiría buscando en la lengua de la madre patria las normas puras de la dicción y del estilo.

El señor Solalinde, secretario del curso, leyó la memoria de los cursos pasados y trazó el programa del que iba a verificarse.

El poeta Manuel Machado leyó varias poesías suyas y de su hermano Antonio; y el señor Carracido, rector de la Universidad de Madrid, declaró abierto el curso y saludó cordialmente a la juventud que venía de fuera.

El profesor E. C. Hills de la Universidad de Indiana pronunció el discurso que sigue:

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SEÑORAS Y SEÑORES: He escuchado con gran placer las palabras que nos han dirigido el señor Solalinde cuya habilidad en la organización de estos cursos todos aplaudimos, el señor Menéndez Pidal a quien todos los hispanistas americanos reconocemos como nuestro guía y maestro, el poeta Manuel Machado que nos ha leído algunas de las bellísimas poesías de su hermano Antonio y también algunas suyas igualmente preciosas, y el señor Carracido, rector de la universidad, cuyo nombre es bien conocido aun de aquellos que no nos dedicamos a las ciencias naturales.

Es natural que me dirija a vosotros con algo de temor sobre todo hablando una lengua que no es la mía. Pero no he querido rehusar la invitación que me hizo el señor Solalinde a fin de no perder la oportunidad de hablaros en nombre de mis compatriotas.

Desde hace tiempo existe en mi país afición a las cosas de España. Ya en la primera mitad del siglo XIX el norteamericano Jorge Tícknor publicó su magistral historia de la literatura española que los señores Gayangos y Vedia han traducido y comentado con tanta erudición. Más tarde el poeta Longfellow y el ameno prosista Wáshington Irving, por medio de sus traducciones y otros escritos, dieron a conocer al público norteamericano la poesía y las tradiciones de España.

La obra de estos escritores suscitó en la clase culta de la República un vivo interés por la rica y variada literatura de España, pero durante muchos años el pueblo norteamericano no concedió la debida importancia al estudio de la lengua y literatura españolas. Sólo a principios de este siglo empezó el idioma español a ser popular en las escuelas y universidades norteamericanas.

Esta tendencia se notó primeramente en los Estados de la Unión contiguos a Méjico, en la Florida que está cerca de Cuba, en la costa occidental que mira hacia Filipinas y tiene relaciones comerciales con Chile y el Perú, y por fin en los grandes centros comerciales e industriales como Nueva York y Filadelfia. No cabe duda de que este movimiento fué provocado principalmente por la utilidad comercial del español.

En la Nueva Inglaterra y en el Sudeste del país el francés continuó siendo la lengua moderna que más se estudiaba. En Nueva York y Pennsylvania y en todos los Estados centrales predominaba el alemán. En la República, si se la observaba en conjunto, el alemán se había adueñado del primer puesto, mientras que el francés ocupaba el segundo y el español el tercero, entre las lenguas modernas. El español, que era un recién llegado al torneo de las lenguas modernas en nuestro país, tuvo que sufrir los ataques de sus rivales.

El español, decían ellos, era una lengua de interés puramente utilitario sin importancia literaria, un idioma práctico y nada más. Debe advertirse que entre los ciento diez millones de habitantes de los Estados Unidos hay aproximadamente diez millones de alemanes o descendientes de alemanes, y la influencia alemana fué poderosa en muchas regiones del país antes de la guerra mundial. Cuando la República norteamericana entró en la guerra, la influencia alemana desapareció como por encanto y el estudio del alemán decayó rápidamente. Durante el último año de la guerra el entusiasmo popular y la acitud del gobierno fomentaron el estudio del francés y el número de alumnos que cursaban el español disminuyó. Pero terminada la guerra el español es más

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popular que antes. Esto se puede demostrar por medio de cifras. El año pasado el número de alumnos que cursaban el castellano en las escuelas públicas de Nueva York ascendía a 25,000, mientras que el francés tenía dos o tres mil menos. En alemán se matricularon muy pocos. Es decir, el español, y no el alemán, ocupaba ya el primer lugar en nuestra metrópolis. En las universidades oficiales de los Estados de Ohio, Indiana, e Illinois, situados estratégicamente en el centro del país y con unos doce millones de habitantes—en estas tres universidades, el número de estudiantes de primer curso de idioma español subió a 2,800, mientras que en el primer curso de francés había 2,600, o doscientos menos. No puedo decir cuál de las dos lenguas ocupaba el primer lugar en el país entero, pero un artículo que acaba de publicarse en el Modern Language Journal nos asegura que, con respecto al año anterior, el número de los matriculados en francés ha bajado aproximadamente un tres por ciento mientras que el número de los que cursan el español se duplicó.

Apoyándome en mi experiencia de largos años en el profesorado me atrevo a afirmar que este interés por la lengua y la literatura españolas aumentará con el tiempo y que el número de estudiantes norteamericanos que cursen el español será cada vez mayor. La corriente de interés por la cultura española iniciada por Ticknor no se ha interrumpido nunca, y hoy los pricipales profesores de idioma español en nuestro país comprenden más que nunca el valor de la literatura española como disciplina humanística.

El único peligro que tenemos en frente nace del escaso número de profesores competentes de español. El éxito del alemán en mi país se debío en gran parte a la excelente preparación de la mayoría de los profesores, y el éxito del español en el futuro dependerá de que se resuelva el problema actual de encontrar suficiente número de profesores aptos. A resolver este problema ayudará mucho la enseñanza que nuestros profesores y estudiantes reciban en estos cursos de verano, así como la presencia en los Estados Unidos de los maestros españoles que de aquí se nos envíen.

Sólo me queda daros las gracias más sinceras, en mi nombre y en el de los demás norteamericanos aquí presentes, por la cordial acogida que nos habéis dispensado, y tenemos la esperanza de devolveros algún día una parte de vuestras amabilidades.

Las conferencias fueron: sobre Lengua española, 13 conferencias por D. Américo Castro, catedrático de la Universidad de Madrid; Fonética española, 13 conferencias por D. Tomás Navarro Tomás; Literatura clásica, 4 conferencias por D. Américo Castro; Literatura moderna, 3 conferencias por D. José Moreno Villa; Música española, 1 conferencia por D. Rafael Benedito, con ejemplos musicales; Arte, 6 conferencias por D. Elías Tormo; Historia de España, 6 conferencias por D. Enrique Pacheco de Leyva; Geografía, 4 conferencias por D. Juan Dantín Cereceda; Pedagogía española, 2 conferencias por D. Lorenzo Luzuriaga; Vida Política contemporánea, 2 conferencias por D. Manuel G. Morente. Estas conferencias se dieron para todos los alumnos matriculados; las de Arte, Geografía y Fonética fueron ilustradas con proyecciones.

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Las Clases Practicas fueron: "Lectura de Textos: 20 horas; D. Américo Castro; Srta. María Oñate, Maestra Normal; D. Jacobo Orellana, Profesor del Colegio Nacional de Sordo-Mudos; D. Federico Ruiz Morcuende, colaborador del Centro de Estudios Históricos. Conversación: 20 horas; D. Antonio G. Solalinde; D. Léon Sánchez, Doctor en Derecho; Srta. Eulalia Lapresta, Profesora de la Residencia de Señoritas; Srta. María Oñate; D. Jacobo Orellana. Fonética: 20 horas; D. Tomás Navarro Tomás; D. Salvador Fernández Ramírez, Licenciado en Letras; D. José Robles, Licenciado en Letras; D. Angel Valbuena, Licenciado en Letras; D. Federico Ruiz Morcuende. Comercio: 14 horas; D. José Antonio Torá, Jefe de Contabilidad de la Casa de la Moneda de Madrid. Se formaron grupos de 15 personas, clasificando a los alumnos según el grado de adelanto que demonstraban, pero siempre dejan do en libertad de acción a cada individuo para ingresar, según sus deseos, en una clase más o menos avanzada. Para el año próximo hay el propósito de reducir estos grupos a un máximum de 10 alumnos.

El programa de trabajo diario consistió de dos clases prácticas de lectura de textos, conversación y fonética (9 de la mañana y 7 de la tarde) y dos conferencias (10 de la mañana y 6 de la tarde). En las clases de lectura de textos se hicieron frecuentemente ejercicios de dictado. En virtud de solicitud especial de 15 matriculados, se incorporó al programa una clase práctica de Comercio que se daba diariamente a las 8 y media de la mañana.

Se declararon días habiles del lunes al viernes, dejando el sábado y domingo para descanso, visitas a los museos o excursiones fuera de Madrid. El lunes de cada semana se anunciaban los ejercicios escritos semanales que los alumnos habían de presentar los viernes, y que consistían de composiciones originales en español sobre temas indicados, traducciones al castellano de un trozo del idioma respectivo y transcripciones fonéticas de trozos de español. Estos ejercicios se devolvían corregidos y se indicaba a los alumnos en su cuaderno de inscripción la nota que habían obtenido. Estas notas van del 0 al 10, siendo la mínima para aprobar el 5.

En las clases prácticas de conversación intervino algunas veces el Sr. Solalinde; en las de lectura de textos, el Sr. Castro; y en las de fonética, el Sr. Navarro Tomás (sustituyendo por orden a los distintos auxiliares encargados de estas clases). De este modo, todos los alumnos del Curso han recibido directamente las enseñanzas de los tres señores mencionados.

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La Secretaría del Curso facilitó cambios de lección entre los estudiantes de habla inglesa y española. Así mismo proveyó algunos Profesores particulares, principalmente de clases de fonética. Hubo también algunas personas extranjeras ajenas al Curso que utilizaron este servicio.

Bajo la dirección del Sr. Tormo se realizaron las visitas al Palacio Real y a los Museos Arqueológico Nacional y del Prado. A este último se hicieron dos visitas en cada ciclo. De los demás Museos y Bibliotecas se expuso una lista con las horas en que estaban abiertos durante el verano. Los Museos de Arte Moderno y del Prado, como favor especial, concedieron entrada gratuita a los alumnos del Curso en los días de pago, mediante la presentación del cuaderno de matrícula.

Se organizaron excursiones a Toledo y El Escorial, bajo la dirección del Sr. Tormo, con la ayuda, para todos los detalles prácticos, de D. León Sánchez. La excursión a Segovia y a la Granja fué conducida allí por los eruditos segovianos Sres. Moreno, Quintanilla y Cabello. También acompañó a los excursionistas D. León Sánchez. La excursión a Avila no pudo realizarse por la imposibilidad de hacerla en un día y ser muy difícil encontrar habitaciones donde pasar la noche para un numeroso grupo de personas. En su lugar se organizó una excursión a Aranjuez, bajo la dirección de D. Constancio Bernaldo de Quirós. Un grupo de alumnos manifestó deseos de conocer la Sierra del Guadarrama, y en vista de ello, se dispuso un viaje a Cercedilla, yendo los estudiantes acompañados por D. León Sánchez.

Del 18 al 21 de agosto y del 1 al 4 de septiembre, se celebraron las pruebas finales para aquellos alumnos que, habiendo asistido más de 60 horas a las clases y conferencias, quisieran obtener el Certificado de Suficiencia. Otros exámenes especiales se concedieron antes de la terminación de los Cursos para facilitar de este modo la marcha de algunos de los alumnos matriculados. Los Certificados de Suficiencia acreditan un conocimiento adecuado de la lengua castellana. Por la seriedad de los exámenes a que se someten los alumnos y por el grado de adelanto que se exige de los mismos, estos Certificados tienen ya un prestigio muy sólido y merecido en los países extranjeros. He aquí en qué consistieron las pruebas finales: I. Dictado de un trozo castellano (20 minutos). II. Traducción al idioma respectivo de un trozo castellano, con auxilio de un diccionario de bolsillo (1 hora). III. Traducción al castellano de un trozo del idio-

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ma respectivo, con auxilio de un diccionario de bolsillo (hora y media). IV. Transcripción fonética de un trozo castellano (1 hora). V. Desarrollo en castellano de un tema, sin auxilio de diccionario (dos horas). VI. Comentario oral en castellano de uno de los textos explicados durante el Curso y contestación oral a varias preguntas relacionadas con las materias de lengua y literatura tratadas en el Curso.

Todos los alumnos que asisten regularmente al Curso tienen derecho a un Certificado de Asistencia, aunque no se sometan a las pruebas finales.

Permanecieron abiertas las dos Residencias de Estudiantes. En la de Señoritas se alojaron únicamente señoras y señoritas. Hubo 26 extranjeras y con ellas vivieron 15 españolas. En la Residencia de la calle del Pinar, la mayoría de los huéspedes fueron del sexo masculino, pero estranjeros que se acomodaron en esta Residencia fué de 35, viviendo con ellos 30 personas de habla española. Esto quiere decir que los alumnos han podido conversar en castellano y hacer vida española de sociedad fuera de las clases.

Aparte de los dos actos de apertura de los cursos, se organizaron otras varias fiestas en honor de los extranjeros. El 13 de agosto se celebró una función teatral organizada por las dos residencias. He aquí como da cuenta de esta fiesta el gran diario de Madrid, "La Voz"; "Vamos a relatar una simpática fiesta que se celebró anoche en la residencia de estudiantes. Para obsequiar a los numerosos extranjeros que han acudido a los cursos de verano organizados por la Junta de Ampliación de Estudios, unos cuantos escritores, profesores y *residentes* dieron una función, que tuvo carácter humorístico, tanto como instructivo. Se representaron el paso de Lope de Rueda *"Las aceitunas,"* el primer acto de *"Don Juan Tenorio"* y *"Sábado sin sol"* de los Quintero; se recitó *"La Cena"* de Baltasar del Alcázar, en forma de monólogo representable, y después se cantaron canciones asturianas, vascas, salmantinas, riojanas, etcétera, bajo la dirección de Rafael Benedito. Los intérpretes de las obras fueron ilustres mentalidades de las letras y del profesorado y alumnas y alumnos de las dos residencias. Omitimos sus nombres para que no lluevan contratos sobre ellos." También se celebró un baile en la Residencia y en otra ocasión un concierto de música española. Los jueves por la tarde, en la Residencia de Señoritas, se obsequiaba a los alumnos con tes y meriendas a la española.

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En el próximo número de HISPANIA se publicará el anuncio del curso de 1921. El verano pasado, dificultades insuperables en el transporte de pasajeros, surgidas a última hora con motivo de un gran retraso en la salida del barco, obligaron al Spanish Bureau a abandonar la excursión colectiva que había organizado con éxito tan halagüeño. Actualmente se están haciendo los trabajos preliminares para llegar a un arreglo con la American Express Company. Se piensa organizar un *Viaje a España*, dando un precio total por persona que incluirá la estancia en Madrid con todos los gastos anejos y excursiones especiales por Andalucía, el Norte de España, Portugal y Francia.

Tanto las personas que se interesen en este proyecto como aquellas otras que prefieran hacer el viaje por su cuenta y deseen información respecto a las condiciones de vida en Madrid y presupuesto aproximado de gastos, deben dirigirse a D. Joaquín Ortega (in charge of the Division "Studies in Spain" in the Spanish Bureau of the Institute of International Education), Low Buildings, Bryn Mawr, Pennsylvania.

JOAQUÍN ORTEGA

BRYN MAWR, PENN.

TRAVEL IN SPAIN

The article on the Curso de Verano will undoubtedly inspire many readers of HISPANIA to go to Spain next summer. Mr. Ortega, its author, in charge of the Spanish Educational Bureau, promises us complete information about next summer's courses. Not only those, however, who take the course, but others who go as free lances would like information about all sorts of things. For their assistance the Association has established a "Committee on Foreign Travel." This committee is anxious to render all possible assistance to prospective travelers, and would greatly appreciate the help of those who have recently been in Spain. As one of the chief difficulties of travel in that country is to find proper accommodation and a suitable environment, the Committee requests that any information in the way of addresses of good hotels or boarding houses or of anything else that would be helpful be sent to the chairman, Mr. William M. Barlow, Curtis High School, Staten Island, N. Y.

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EL ESPAÑOL EN LOS ESTADOS UNIDOS

The following address was read in part by Professor de Onís to the New York Chapter of the American Association of Teachers of Spanish on October 2d. On the preceding day, October 1st, it was read for him at the conclave of the faculty of the University of Salamanca, Spain, the audience for which it was written. Professor de Onís is still catedrático in that faculty and at the same time Professor of Spanish Literature and Philology in Columbia University. The members of the Association will be glad to see our problems and our work through the eyes of Spain's chief ambassador of letters in this country.

SEÑORES: Nuestro ilustre Rector ha tenido la delicadeza—que yo estimo en todo su hondo valor afectivo—de exigirme el cumplimiento de este deber universitario sin admitir la excusa tan natural de la forzosa ausencia. Parece que, al requerir de mí lo que cualquiera de mis compañeros hubiera hecho más cumplidamente, ha querido hacerme ver que la Universidad no me considera ni quiere considerame como un ausente, que estima como propia la obra que fuera de ella yo vengo realizando y desea que no me sienta solo en estas andanzas mías, un poco quijotescas, tan lejos de la dulce tierra patria. Lo que esto significa para mí no es fácil decirlo: pero el noble corazón charro del hombre que nos preside, noble y ancho como nuestra tierra, me entenderá si yo con mi lengua, charra también y poco palabrera, le digo simplemente: Gracias.

La verdad es que nunca como ahora me he sentido tan cerca de España, es decir, de mi mismo corazón. Mi obligación profesional, que consiste en dar a conocer España a los estudiantes norteamericanos, y mis esfuerzos por extender ese conocimiento a toda clase de gentes y de públicos, han mantenido toda mi atención y mi actividad fijas sobre cuanto España es y ha sido, tratando de buscar en nuestro cultura su sentido más profundo, y más inteligible por tanto para hombres de otra raza y otra lengua como los de este gran pueblo americano. No sé, ni si lo supiera sería yo el llamado a decirlo, hasta qué punto mis esfuerzos han correspondido a la altura de esta misión; pero sí sé ciertamente que mi actividad entera y toda la energía de que soy capaz han sido puestas al servicio de dicho fin. Me obligaba a ello, no menos que mi carácter de profesor español enviado por nuestro Gobierno para continuar así mi servicio activo a la enseñanza española, mi carácter de profesor norteamericano, ya que la Universidad de Columbia al traerme de España lo hizo para que interpretase ante sus estudiantes nuestra cultura desde el punto de vista español—aunque yo he preferido hacerlo desde el punto de vista de la verdad y de la ciencia que domina y comprende todas las diferencias nacionales. Pero mucho más fuerte aún que esta obligación, voluntariamente contraída y por lo tanto renunciable, ha sido la necesidad íntima espiritual que

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desde que llegué aquí he sentido de adentrarme en mi españolismo radical, en la roca firme de mi espíritu, al sentirme azotado por todas partes y constantemente por las olas invasoras de una civilización extraña, viva y pujante.

No hay experiencia espiritual tan honda como la de una larga estancia en el extranjero. El simple vivir es una polémica constante e inevitable entre el ambiente y la propia personalidad. Todas las ideas, sentimientos, normas y costumbres que forman la trama de nuestro ser, desde la fisiología hasta la más alta vida espiritual, han de sufrir la crítica agresiva de un ambiente implacable y hostil; todo lo que hay en nosotros debe sufrir una revisión profunda y ha de ser bien justificado si es que ha de vivir. Y cada día sentimos como nos vamos desnudando de todo lo que era débil y pegadizo en nosotros, de lo que no es capaz de afirmarse y de luchar, mientras vemos surgir limpias y firmes las líneas constitutivas de nuestra inconmovible personalidad. Tenía razón Cervantes al decir que las largas peregrinaciones hacen a los hombres discretos; sólo ellas nos enseñan a conocernos a nosotros mismos después de haber roto la costra de afectos, rencores y costumbres superficiales que la vida fué dejando sobre nosotros y bajo la cual se esconde invisible la raíz viva de nuestra humanidad cuyos frutos son la comprensión, el amor y la tolerancia.

Yo he conocido, sin embargo, en el extranjero a muchos hombres para quienes esta experiencia ha sido fatal. Los hay de dos clases; unos, los que llevan la costra negativa depositada por el ambiente nacional tan endurecida que es ya como coraza impenetrable que mantiene aislada, en terrible soledad, su malsana oquedad interior; otros, los que, rota la costra, blanda ya de por sí, no han encontrado nada fuerte en sí mismos que poder afirmar y se han dejado invadir superficialmente por las formas más vulgares y consuetudinarias del nuevo ambiente. Los primeros son los inadaptables sin remisión, los que yo he llamado, en ocasión semejante a ésta, "españoles recalcitrantes"; se caracterizan por el odio invencible a todo lo que viene de fuera. Los segundos pertenecen a esa casta de hombres débiles, de la que hay no pocos ejemplares entre los llamados intelectuales, que, faltos de toda vida interior, están siempre dispuestos a acoger las apariencias externas de todo lo que se les ofrece como novedad, sin que ni antes ni después lleguen a encontrarse el alma; entre éstos están los que yo he llamado también "simios europeizadores," que se caracterizan por la servil sumisión a todo lo que viene de fuera. En nuestra España abundan los ejemplares de ambas castas, que con sus discusiones vacías de sentido contribuyen a hacer más lamentable el espectáculo de la vida nacional. Aquí se los encuentra uno cada día; el español que después de estar aquí diez años sigue sin entender el inglés oyéndolo como un ruido extraño que hacen los norteamericanos en torno suyo con la sola intención de molestarle o el que encontrándose con un amigo español le propone que conversen en inglés. El español de la primera clase volverá a España pretendiendo que no hay nada que aprender en el extranjero, mientras que el de la segunda volverá lleno de orgullo y compasión por sus pobres compatriotas que no son capaces, como él, de decir necedades en diversas lenguas.

Cuando yo os digo que mi españolismo ha salido más puro y acendrado que nunca de esta larga prueba a que mi alma se ha visto sometida en el extranjero, no quiero que penséis en manera alguna que yo pertenezco a la clase de los "recalcitrantes." No esperéis de mí una palabra de jactancia

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española ni de desdén por este gran pueblo donde se está fraguando una civilización llena de realidades y de promesas tan diferente en su origen y en sus direcciones de la nuestra. Mi españolismo ha aprendido precisamente a afirmarse sin negar, a mirar cara a cara a otras formas de la cultura. Siempre me ha parecido vacía de sentido la actitud de los negadores de una cultura nacional sin negar la cultura misma. Cada una de ellas es única e insustituíble, y ni siquiera la creencia en la superioridad de alguna justificaría el desdén por cualquiera de las demás. El intento de destrucción de la más insignificante de ellas sería un atentado imperdonable contra la civilización. La única actitud que yo creo civilizada es la de esforzarnos por entendernos lo mejor posible los unos a los otros de modo que, sin dejar de ser lo que somos, lo seamos cada vez más, y crezcan a la par los sendos modos de civilización en transfusión constante, pues para todos hay sitio sobre la ancha tierra. No ha habido, pues, jamás en mí odio ni desaprecio por nada de lo que este pueblo es y significa; si lo hubiera habido, me sentiría avergonzado de ello, estando seguro de que tal odio era hijo de mi propia limitación. He vivido, por el contrario, con una curiosidad incansable hacia todo lo que se me aparecía como nuevo y extraño; con todos los poros abiertos por el entusiasmo y la admiración para que penetrase por ellos bien la vida nueva; gozando el goce diario del descubrimiento, único que hace a la vida digna de vivirse; y sintiendo sobre todo la emoción de volver a ser un niño y aprender de nuevo a hablar y a pensar y a sentir y a vivir. Y a través de todo este largo camino sentirme siempre yo mismo, tal como fuí forjado de la materia de que se hacen los hombres de mi raza en los moldes eternos de la tradición de nuestro pueblo.

He vivido en estrecho contacto con estos hombres sin sentirme jamás forzado a violentar mi manera natural de ser; mi españolismo radical ha salido triunfante de todas las pruebas y siempre he podido afirmarlo sin temor y sin vergüenza; es más, él ha sido la llave que me ha abierto todas las puertas. He comprobado así en cabeza propia una verdad en que siempre había creído. No nos entendemos los hombres de los distintos pueblos por aquello que hay de igual entre nosotros sino por lo que más genuinamente nos diferencia y separa. Todo esfuerzo imitativo de adaptación, toda simulación de lo que no somos ni podemos ser, toda suplantación de nuestra personalidad por lo que creemos ser la personalidad ajena, todo empeño por destruír la barrera que nos separa de los demás hombres, no es más que un esfuerzo vano que conduce derechamente a la incomprensión, si no al desprecio, por parte de los demás. El "simio europeizador," a que ya he aludido, es, sin duda, un bicho raro a los ojos de cualquier extranjero, que preferiría, para entenderse con él, a cualquier español ingenuo capaz de ser quien es sin mixtificaciones. La única base posible de toda unión entre hombres honda y duradera es la sinceridad.

Yo sé—porque uno sabe siempre lo que de él se dice bueno o malo—que entre los centenares de estudiantes que han pasado por mis clases de la Universidad de Columbia existe la impresión de que mi enseñanza se distingue por un raro conocimiento de la psicología y las necesidades del estudiante norteamericano; raro, digo, porque según parece esa cualidad suele faltar a otros profesores extranjeros, por lo común de la más alta competencia. Y yo quiero deciros el secreto bien sencillo de este éxito mío y del tropiezo de

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tantos otros con los que yo no osaría compararme. El profesor que viene de Francia o de Alemania sabe ciertamente que el estudiante norteamericano es distinto del de su país y se esfuerza seguramente por adaptar su enseñanza a su psicología y sus necesidades, tal como él las entiende, dando todo ello como resultado que ni enseña como enseñaba en su país ni como los norteamericanos suelen enseñar. En cambio yo os aseguro que aquí, como en Oviedo o Salamanca, he tratado simplemente de ser leal y sincero con mis estudiantes, enseñándoles lo que mejor sé tal y como yo lo entiendo, es decir, a mi manera, que sin duda es española como yo, y por serlo de verdad es algo vivo y real, inteligible a todo el mundo. El conocimiento de una lengua extranjera nos sirve mucho más para entender a los que nos hablan en ella que para que nos entiendan a nosotros, que en rigor sólo somos nosotros mismos cuando hablamos en nuestra lengua propia. Entiendo mejor al norteamericano cuando me habla en su inglés nativo que cuando me habla en español por bien que lo conozca, y si yo quiero que me entiendan bien, prefiero hablar en español aunque mi dominio del inglés sea superior al que del español tenga el que me escuche. Una buena traducción de lo que nosotros hayamos escrito en nuestra lengua es mucho más fiel a nuestro pensamiento que lo que nosotros pensaríamos y escribiríamos directamente en una lengua extranjera. Y no olvido al decir esto los ejemplos raros que ofrecen algunas literaturas de escritores que han producido obra original y valiosa, no en la lengua de su infancia, sino en una lengua extranjera que por una u otra razón ha llegado en rigor a ser su lengua propia.

Os digo todo esto—quizá demasiado vulgar—para que penséis todos, como nuestro Rector, que ni el tiempo ni la distancia han podido ni podrán nunca alejarme de vosotros. Cuando ahora, mientras escribo, levanto mis ojos, descansan estos sobre la visión ancha y espléndida de la gran Universidad de Columbia, cuyos edificios sólidos y flamantes se levantan en el corazón de la gran urbe como una bella afirmación de plenitud y de fuerza. La contemplación de este paisaje día tras día debe de haber dejado su sedimento en mi alma; pero ahora mismo como tantas otras veces innumerables, al mirar este paisaje lo he visto transfigurarse, y ha aparecido ante mis ojos, como otro milagro hermano de energía desborbante y avasalladora, el florecer espléndido de nuestra universidad, en los grandes días de la patria, cuando la Salamanca antigua y medieval vió levantarse, como heraldos del Renacimiento, las fábricas de su universidad y sus colegios. La sinfonía de aquellas piedras claras, doradas por sol de siglos, es la única que se acuerda con el ritmo hondo de mi espíritu; pues entre aquellas piedras nací y crecí, y la visión de su gracia y hermosura—que ahora sólo entiendo—entró por mis ojos cuando se abrieron a la luz y ha quedado en el fondo de mi alma fundida con el ritmo de la lengua y el de las dulces tonadas maternales.

Entenderéis ahora porqué no estoy ni puedo estar nunca lejos de vosotros. Cuando al escribir este discurso—como siempre que un discurso se escribe—he de representarme el público ante el cual ha de leerse, no tengo que hacer ningún esfuerzo para lograrlo. El esfuerzo viene cuando trato de reducir la impresión vivísima y luminosa de mis recuerdos de infancia y juventud a las justas proporciones del sentimiento que dominará en vuestros espíritus ante una indiferente fiesta académica acostumbrada. Debo darme cuenta de que soy el profesor de turno encargado de leer una enojosa disertación y no más

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el muchacho que subía entre aplausos a recoger los premios ni el estudiante mozo que os hablaba desde esta tribuna poniendo en sus palabras un cierto ardor juvenil. Pero no querría ser lo primero tampoco. Dejadme que me siente como el que vuelve de tierras lejanas y en la casa paterna cuenta a parientes y amigos sus experiencias y aventuras, poniendo en sus palabras un ardor equivalente sólo a la curiosidad apasionada de los que le escuchan, dominados todos por un sentimiento común que no nace de las cosas que se dicen sino del descanso en los afectos inconmovibles, bajo el dulce techo familiar.

Voy a contaros, pues, algunas de mis experiencias, la que más de cerca tocan a nuestro trabajo común universitario y a nuestras preocupaciones intelectuales. Estaría contento si, al oír mis palabras, reconocierais en ellas aquella misma voz familiar y conocida del buen muchacho lleno de esperanza que, después de vivir intensamente su juventud a vuestro lado, marchó a lejanas tierras y que es el mismo que desde ellas ahora—más cerca que nunca—os habla.

El simple hecho de mi estancia en una universidad extranjera tiene un alcance y una significación que debemos meditar. Esta significación no estriba, claro está, en el hecho de que se trata de mí, sino de que un profesor español salga por primera vez de España para encargarse de una cátedra en una gran universidad extranjera, que, como podía esperarse tratándose de los Estados Unidos, es la más grande del mundo. Es verdad que otros universitarios españoles han pasado por este país y en estancias breves, por medio de conferencias, han dado una brillante impresión de la ciencia española. No hay que dudarlo si recordamos que entre ellos se cuentan nuestras dos más puras glorias científicas, Cajal y Menéndez Pidal, que vinieron aquí en virtud de su prestigio universal y no en calidad de universitarios españoles. Amí me ha tocado ser el primero que ha venido a ocupar, en calidad de profesor español, un puesto fijo y regular en la enseñanza norteamericana.

Significa este hecho un principio de vida internacional, cuya falta constituye uno de los más graves defectos de nuestras universidades. Cuando la Universidad de Salamanca era viva y grande, en la Edad Media y hasta muy entrado al siglo XVI, profesores extranjeros solían enseñar en ella y no era raro que profesores y alumnos salmantinos enseñasen y estudiasen en las otras universidades de Europa. Esta práctica, interrumpida por nosotros desde que nos entró en el siglo XVI aquella fiebre suicida de aislamiento de que no nos hemos curado todavía, ha sido continuada e intensificada por las universidades de todos los países que forman la comunidad de los pueblos civilizados de la tierra. Centenares de norteamericanos han ido constantemente a completar sus estudios en las grandes universidades de Europa. Millares de estudiantes vienen todos los años de Asia, de Hispano-América y de Europa misma a estudiar en estas universidades norteamericanas. Sus cátedras han estado abiertas a los profesores de las universidades de Alemania, Inglaterra, Francia e Italia. Y así como la masa étnica de este gran pueblo se ha formado de la fusión en un tipo común de gentes de la más varia extracción europea, su mentalidad se ha formado igualmente fundiendo, en el molde originariamente inglés, el más rico y variado aluvión de la cultura europea. Sólo nosotros, dominados por un hábito de aislameinto secular, hemos permanecido fuera de este movimiento, hasta que, no hace muchos

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años, la *Junta para ampliación de estudios* empezó a enviar por centenares sus pensionados al extranjero. Y he aquí que ahora la universidad de Columbia, por iniciativa propia, abre sus puertas a un profesor de España y le encarga de dirigir y organizar los estudios superiores de lengua, literatura y civilización españolas.

Espero que no juzgaréis impertinente que os hable de mí mismo tanto como lo vengo haciendo para sacar de mi experiencia apreciaciones que puedan tener un interés general para nosotros todos. Se necesita bastante modestia para hacerlo. Pues bien, yo he de deciros, como prueba de lo grave que es la falta de vida internacional, que esta iniciativa insólita de las autoridades de la Universidad de Columbia al invitar por primera vez a un profesor español—acto que se hubiera encontrado natural si de un alemán, inglés, francés o italiano se tratara—pareció a no pocos arriesgada y no dejó de ser combatida hasta por algunos que se dicen conocedores y amigos de España y que de labios españoles han aprendido lo mejor que saben. No se trataba de desconfianza de la persona nombrada, que había sido escogida cuidadosamente; se trataba de algo más hondo y general, de la aprensión que siempre sentimos ante lo desconocido. No hay en mis palabras ni un asomo de queja por esta actitud de los norteamericanos, de la cual su generosidad impidió durante mucho tiempo que yo me diera cuenta; desde mi llegada no me faltó ni por un momento, no sólo la ayuda y la confianza ilimitadas de las autoridades y de los compañeros, sino el entusiasmo y la simpatía fervorosa de los estudiantes, confianza y entusiasmo que, como comprendaréis, eran otorgados al profesor español que llegaba y no a mi persona, entonces para ellos desconocida. Pero yo he podido saber después, cuando ya la duda había desaparecido, que mi llegada fué recibida con una duda expectante, que no se refería tanto al saber y a la competencia científicas, como a la posesión de las cualidades mínimas necesarias para encajar en el ambiente universitario norteamericano. En una palabra, se pensaba que un español, aunque inteligente y cultivado en alto grado, sería un hombre de psicología extraña que entraría en conflicto con el nuevo ambiente, no siendo capaz, por lo tanto, de desarrollar una labor normalmente fructífera. El asombro y la reacción consiguiente fueron grandes cuando pudieron observar que el español, sin dejar de serlo, por el mismo hecho de serlo, resultaba ser un hombre corriente, que, si por algo se distinguía, era por su facilidad de adaptación y su comprensión del carácter norteamericano.

No debe irritarnos esta prevención nacida del desconocimiento, al que nosotros voluntariamente y por tanto tiempo hemos contribuído. La prueba de que no hay en los Estados Unidos prevención contra nada que de España venga—y hay que decirlo en honor de este pueblo, cuya conducta contrasta tanto con el estrecho nacionalismo de los pueblos europeos, que parece querer siempre afirmarse negando a los demás—está en el entusiasmo sin reservas con que todo lo español se acoge. Conocidos de todos son los éxitos ruidosísimos logrados aquí por nuestros pintores Sorolla y Zuloaga, por nuestros músicos Casals y Granados, por nuestros cantantes María Barrientos, Lázaro, Mardones, Gogorza, por nuestros escritores Benavente, Baroja, Blasco Ibañez. A este último, con notoria equivocación que ya van rectificando, le han convertido en un ídolo popular y no vacilan algunos en considerarle el más grande escritor del mundo; vemos, pues, que hasta cuando se equivocan—y sus

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equivocaciones son tan grandes como sus aciertos—hacen objeto de su mal dirigida admiración a un español. Pero yo quiero hablaros de otros éxitos que por referirse a españoles más modestos son más significativos, ya que demuestran que no son sólo valores excepcionales los que se aceptan, sino que todo valor, sea el que sea, existente en un español encuentra reconocimiento en este país, sin prejuicios ni reservas. Del corto número de jóvenes españoles que han venido aquí a ampliar sus estudios y a cultivar sus especialidades son varios los que han encontrado, no soló la acogida cordial que han disfrutado todos, sino la invitación a ocupar puestos pagados y a veces muy honrosos en centros de investigación y de enseñanza. En el Instituto Rockefeller, donde la ciencia médica de todo el mundo está representada por algunas de sus más grandes figuras como Loew, Carrel, Noguchi, Levine, ha podido estar España representada también gracias al Dr. López Suárez, sobre cuya labor yo, que no sé nada de esas cosas, nada me atrevería a decir, excepto el hecho de haberle visto allí trabajando en su laboratorio propio, haber visto sus trabajos firmados por él y el Dr. Levine o por él sólo entre las publicaciones del Instituto y haber oído las palabras de respeto y consideración con que se le recuerda en aquella casa. Un joven profesor de la Universidad de Murcia, el Sr. Monídez, ha saltado del sórdido engendro del caciquismo español a un laboratorio de la Institución de Carnegie, donde habrá tenido ocasión de meditar a distancia acerca de las diferencias entre el conservadurismo español y el capitalismo norteamericano. El Dr. García Banús, joven naturalista, ha enseñado en un colegio de la Universidad de Yale, y habrá sabido apreciar la generosidad de los norteamericanos al ver en perspectiva, para cuando en su España quiera enseñar, el calvario grotesco de las oposiciones. Otros españoles hay para quienes las universidades de los Estados Unidos, más generosas con ellos que las de España, han abierto sus puertas, sin oposiciones y sin escalafón, pero con seguridad de que su trabajo será reconocido y recompensado. Así ha sido posible que dos docenas de españoles cuando menos enseñen en universidades y colegios norteamericanos nuestra lengua y literatura, con franco y general aplauso.

Todos estos hechos son ejemplos que muestran bien a las claras, no ya la falta de prejuicio o desdén, sino el profundo interés con que todo lo español se mira. Este interés—que siempre ha existido en cierto grado y entre ciertas gentes—se ha convertido últimamente en un verdadero movimiento nacional. Este hecho es de una importancia tal que no necesita ser encarecida. Los Estados Unidos son hoy el país más poderoso de la tierra. Su intervención en la política del mundo desde la guerra europea ha sido decisiva y esencial. Parece que el centro de la civilización universal se ha corrido hasta este continente. Y los Estados Unidos, poderosos y grandes, pletóricos de riqueza y de energía, se levantan como un coloso formidable entre Europa y Asia, y con toda la América a sus pies. Y en este momento en que los Estados Unidos alcanzan la plenitud de su conciencia nacional y por lo tanto internacional, se vuelven hacia nosotros y consagran sus inagotables energías a aprender nuestra lengua y asimilarse nuestra cultura. Sea cualquiera el sentido de este movimiento, las intenciones que lo guíen y los resultados que se logren, el hecho no puede sernos indiferente, puesto que no lo será al destino de nuestra civilización. Por eso yo deseo tratar de explicarme y explicaros la significación que para nosotros tengan o puedan tener todos estos hechos.

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Ha habido siempre en los Estados Unidos cierta gente, poca pero muy selecta, que ha hecho a nuestra España objeto de su amor y su devoción. Aunque la mayoría lo olvidase, siempre había aquí gentes que recordaban que España era el pueblo que descubrió América para el mundo y que españoles fueron los primeros que exploraron la misma tierra de los Estados Unidos donde aún quedan tantas huellas de nuestra civilización. España era, además, el país romántico por excelencia, cuya tierra, historia, y literatura se ofrecían llenas de emoción exótica y legendaria. Los nombres de Wáshington Irving, Longfellow, Prescott, Ticknor, Lowell, Howells, vendrán enseguida a la imaginación de todos. No ha estado nunca difundido el estudio del español como lo está ahora; pero no dejaba de estudiarse en las universidades y colegios más importantes, llegando a producirse una brillante escuela de hispanistas que han consagrado sus vidas al estudio de nuestra lengua, literatura e historia. Antes de que el interés por ellas se hiciese general y popular como lo es ahora, se habían dado a conocer y habían mantenido sin interrupción el interés por nuestras cosas un buen número de especialistas e investigadores tales como Ford, Pietsch, Shepherd, Lang, Schevill, Northup, Carolina Bourland, Rennert, Marden, Buchanan, Espinosa, Crawford, Hills, Fitz-Gerald, Morley, Olmstead, Bransby, Wagner, Umphrey, Keniston, House, Chandler, De Haan, y tantos otros cuyo nombre y cuya labor son bien conocidos entre cuantos en el mundo se dedican a estudios filológicos y literarios.

Toda esta tradición españolista de los Estados Unidos vino a culminar en la creación de la *Hispanic Society of America*, cuya biblioteca y museo constituyen el monumento más grandioso que se ha levantado a España en el extranjero. La inteligencia, el amor y la devoción de un solo hombre, Archer M. Huntington, nombre que debe sonar siempre en labios españoles con gratitud y admiración, han hecho el milagro de reconstituir en el seno de esta ciudad de Nueva York una síntesis espléndida de lo más alto de nuestra civilización, que estará aquí ante los ojos de los norteamericanos como una enseñanza perpetua de lo que nuestro espíritu es y de lo que hemos hecho por el mundo. Ni siquiera puede quedarnos el resquemor de pensar que tanta belleza pudiera estar ante nuestros ojos en nuestra propia tierra. Nada nos ha sido arrebatado; precisamente Mr. Huntington, mejor español que nosotros mismos, ha ido recogiendo paciente y piadosamente toda la parte de nuestro caudal artístico que andaba ya perdida por el extranjero. Cuando ha hecho por su cuenta excavaciones en España allí han quedado siempre los originales. Y gracias a este esfuerzo, sin daño ninguno para España, ha resultado el beneficio inmenso de salvar para la posteridad tantas riquezas bibliográficas y artísticas, que hubieran permanecido ocultas o hubieran acabado por perderse tal como andaban desperdigadas por el mundo. Ahora están aquí, en magnífico edificio propio, en fundación perpetua, abiertas a los estudiosos y al público, dando a conocer España, con su presencia muda, mucho mejor que todas las interpretaciones que de ella se hacen en todas las clases y en todos los libros. Nada falta allí; todas las épocas y manifestaciones de nuestro arte están representadas por unos cuantos ejemplares de primer orden; podría seguirse a través de sus colecciones un estudio completo de las diversas fases de la arqueología española; en su biblioteca se guarda una colección riquísima de obras de todo género, pertenecientes sobre todo a nuestros siglos de oro, muchísimas, obras raras, y no pocas, únicas; de sus muros

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cuelgan cuadros admirables de nuestros primitovas y de los grandes maestros modernos desde El Greco, Velásquez, Ribera, Zurbarán y Goya hasta Fortuny, Sorolla y Zuloaga. Todas las variedades históricas de la civilización española, mirada ésta en su más amplio y verdadero sentido, es decir, en aquél que comprende dentro de sí las diversas modalidades del espíritu ibérico, tales como Galicia, Portugal, Cataluña, y desde luego todos los países de América a donde españoles y portugueses trasplantaron su civilización, son acogidas bajo el mismo techo y hermanadas bajo la advocación de la gran Hispania. ¿Quién duda, en vista de todo esto, que el norteamericano que ha concebido y ejecutado esta obra lleva en su espíritu una idea de España más alta y más generosa, más llena de respeto y comprensión de nuestro pasado y nuestro porvenir, que la que nosotros mismos solemos tener? Una prueba de este respeto y comprensión la encontramos en el hecho de que esta *Sociedad Hispánica*, establecida en un país protestante, y cuyos directores están seguramente muy lejos de ser católicos, haya levantado en sus propios terrenos una iglesia católica, es decir una iglesia de la religión que, creamos en ella o no, ha sido durante siglos el cauce donde se ha vaciado nuestro espíritu y continúa siendo para nosotros la religión única en que se cree o no se cree. Todo lo español, pues, que tenga una significación histórica o un positivo valor actual cabe en los muros de la Sociedad Hispánica y en la mente de su fundador. No es producto esta sociedad solamente de un sentimiento de culto al pasado o al presente pintoresco de España, bajo el cual tantos hispanistas ocultan su desdén por la España viva de hoy, es decir, por la España eterna. La Sociedad Hispánica ha dado a conocer en este país a Sorolla y a Zuloaga; ha incluído en sus publicaciones obras de Rubén Darío, de Guimerá y del más exquisito de nuestros poetas líricos, Juan Ramón Jiménez; ha invitado sucesivamente a dar conferencias a personalidades tales como Menéndez Pidal, Ruben Darío, María de Maeztu, Blasco Ibáñez, Ramón Pérez de Ayala. Cierto es que a pesar de la alta significación que todos estos nombres tienen en la moderna cultura española no son bastantes para dar una justa idea de lo que hoy somos; pero no hay que olvidar para apreciar en todo su valor estos hechos, que el fin propio de la Sociedad Hispánica es dar a conocer a los norteamericanos las formas más altas del espíritu español en todo lo que constituye un legado a la humanidad y una contribución a la cultura universal. Ha de ser, por lo tanto, el pasado su campo natural de acción; su interés por el presente es, pues, más loable; y no sería lo menos loable en él, y lo que más respeto a España muestra, el criterio de selección y de reserva con que la Sociedad Hispánica procede al ofrecer a los norteamericanos manifestaciones de la vida española contemporánea. Sólo así, con esta intención seria y decidida de dar a conocer poco de España pero siempre bueno, logra la Sociedad Hispánica contrarrestar el positivo daño que nos están haciendo tantas personas y empresas, como, por ignorancia o commercial interés, se esfuerzan en difundir productos dudosos o francamente malos de nuestra cultura que más nos valdría ocultar. Mucho más podría aún hacer la Sociedad Hispánica en este sentido; pero no hemos de regatear el elogio a lo hecho en consideración a lo que se haya dejado de hacer, para lo cual habrá lugar en la labor futura de esta sociedad que lleva sobre sí, por derecho propio, la alta misión de dirigir, encauzar y elevar el conocimiento de España y los demás países de civilización española en los Estados Unidos. La base está

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ya hecha y es inconmovible y luminosa. Toda una España ideal helica de pedazos reales de España, se levanta en la cima más alta de esta inmensa ciudad de Nueva York, entre Broadway, la gran calle activa que se extiende y se extenderá hasta donde la ciudad llegue, y Riverside Drive, el paseo elegante que sigue la orilla del río Hudson, grande e imponente como la naturaleza y el alma americanas. Entre estas vías, por donde fluye la vida tumultuosa y agitada de este pueblo, hay un remanso de sosiego y silencio maravilloso, donde el alma pura y exaltada de España vive y sueña. No sé lo que sentirán los americanos que penetran allí al volver de sus negocios; para mí ha sido una prolongación de la patria, un refugio de paz y de descanso donde he vivido algunas de las horas más intensas de mi vida. Por eso entre la información que os vengo dando no han podido menos de deslizarse algunas gotas de emoción.

Toda esta corriente de Hispanismo que ha venido desarrollándose sin interrupción durante el siglo XIX hasta nuestros días, tenía, pues, un carácter francamente intelectual y artístico, desinteresado y aristocrático por tanto, y no trascendía a las masas generales del país, altas o bajas, que ignoraban nuestra lengua y tenían solamente una vaga idea de la existencia no sólo de España sino de los países hispanoamericanos hasta que la guerra de 1898 despertó un interés por los países españoles. Esa fecha de 1898—que para nosotros significó el fin de tantas cosas, entre ellas de nuestra dominación política en América, para empezar en cambio otras, más valiosas quizá que las que perdimos, puesto que conducían a una renovación interior y a un acercamiento mayor espiritual a los pueblos hermanos de la América libre—significó para los Estados Unidos el principio también de una nueva era de su historia. Hasta entonces había vivido este pueblo encerrado en sí mismo, atendiendo a sus problemas de orden interior, construyendo trabajosamente y tras no pocas luchas la cohesión nacional. Toda su política internacional se reducía al mantenimiento invariable de la doctrina de Monroe y por lo tanto a la prevención cuidadosa de toda ingerencia externa. Pero llegó un momento en que este pueblo unido y fuerte pletórico de vida interior, empezó a sentir la necesidad de rebasar los límites de su propio confinamiento, y al alcanzar la plenitud de su conciencia nacional surgió necesariamente la conciencia internacional. La primera fase de esta tendencia consistió en tomar una posición respecto a los pueblos más próximos, es decir, los demás pueblos de América, los de la América española. La posición tomada se ha traducido en dos órdenes de hechos; una política general de estrechamiento de los lazos económicos y morales entre los pueblos todos de América para ayudarse a realizar sus fines comunes, es decir, la política llamada panamericanismo, y la intervención concreta de los Estados Unidos, en diversos momentos y con motivos y fines de muy diferente carácter, en la vida interior de ciertos pueblos hispanoamericanos, como, por ejemplo, Cuba, Puerto Rico, Méjico, los países centroamericanos, Panamá y Santo Domingo. La primera tendencia, o sea, el panamericanismo, puede considerarse como un movimiento nacional que va definiéndose e intensificándose de día en día y que encuentra acogida y aplauso en todos los corazones norteamericanos; los hechos de la segunda clase, como son muy distintos entre sí, son juzgados de muy diferente manera por los ciudadanos de este pueblo y algunos de ellos están en franca contradicción con los sentimientos dominantes en la mayoría de los norteamericanos.

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Pero yo no voy a hablaros ahora de la política de los Estados Unidos, que, para ser bien entendida, necesitaría ser estudiada extensa y cuidadosamente; yo quiero simplemente mostraros las consecuencias que esa política haya podido tener para desarrollar en este país el estudio y difusión de nuestra lengua y nuestra cultura.

Toda esa tendencia de acercamiento a los pueblos hispanoamericanos y las relaciones comerciales cada día crecientes con ellos, han contribuído a crear un interés, cada día creciente también, por la lengua y la civilización españolas. Este interés ha llegado a su colmo en estos últimos años, desde que la guerra empezó y produjo en este país, con rapidez increíble, una transformación prodigiosa cuyo alcance nadie podría calcular. Los Estados Unidos, quiéranlo o no, han entrado en una nueva fase de su historia francamente expansiva e internacional; ya no pueden vivir dentro de sus fronteras ni sentirse ajenos a nada que en el mundo ocurra; el papel directivo que, por la fuerza de los hechos, han asumido desde los días de la guerra, les obliga, si han de vivir, a contar con todo el mundo como todo el mundo cuenta con ellos, y a desarrollar, como lo vienen haciendo, no sólo una política internacional hispanoamericana, sino una política europea y una política asiática. El pueblo norteamericano parece mostrarse reacio a entrar de lleno en el nuevo camino, lleno de peligros y responsabilidades, que las nuevas circunstancias creadas en el mundo fatalmente le imponen, y suspira casi unánimemente por la continuación de la tradicional política de aislamiento; pero esta reacción no durará y ahora mismo está en contradicción con el hecho de que la opinión pública norteamericana se preocupa hondamente por todos los problemas internacionales que van surgiendo, trátese de Méjico, de Rusia, del Japón, de China, de Polonia, de Inglaterra o de Francia. Como éste es un país sano y vivo los movimientos políticos responden a realidades nacionales o las crean y fomentan rápidamente. Por eso la política panamericana no es solamente una aspiración de los hombres públicos y de las instituciones creadas al efecto, sino una vigorosa aspiración nacional en que se sienten unidos todos, desde los grandes fabricantes y financieros hasta los niños de las escuelas. Cuando en 1914 los grandes pueblos empeñados en la guerra europea hubieron de concentrar toda su energía productora en atender a las necesidades de la guerra y tuvieron que abandonar su comercio exterior, el pueblo de los Estados Unidos vió, con certero instinto, la posibilidad única de apoderarse de aquellos mercados y de asegurar en ellos su comercio de exportación. Entonces el problema de la expansión comercial en la América española se convirtió en esa aspiración nacional a que acabo de aludir pasando así el panamericanismo del terreno de la aspiración teórica o la política práctica al de las fuerzas hondas nacionales que mueven en una dirección a todo un pueblo.

Entonces empezó a desarrollarse, como una fiebre colectiva, el ansia de conocer el español y todo lo referente a los pueblos donde el español se habla. El español era el instrumento para entenderse con ellos y con ellos commerciar. Pero comerciar, si ha de hacerse bien, es una actividad difícil; no basta con conocer la lengua, hay que conocer a los pueblos que la hablan, sus gustos, su carácter, sus costumbres, so psicología, sus ideales; para lograrlo hay que conocer su historia, su geografía, su literatura, su arte. Los pueblos hispanoamericanos son hijos de España; hay, pues, que ir a la fuente y conocer a

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España. De todo este rodeo es capaz la mente norteamericana cuando quiere orientarse seriamente para la acción, y ésta es la razón de su éxito y su eficacia. Ahora tenéis explicado porqué desde 1916 el estudio del español creció en proporciones de cantidad y rapidez que no pueden medirse con las medidas a que estamos habituados en Europa. Las universidades vieron llegar millares de estudiantes a sus clases de español; las escuelas centenares de millares. He aquí cómo esta corriente popular, que buscaba el español como un instrumento de comercio y enriquecimiento, vino a encontarse con aquella otra corriente antigua, selecta y desinteresada, formada por especialistas, escritores y artistas, por estudiosos o enamorados del alma española. Ambas corrientes, aunque tan diferentes en origen y en naturaleza, se han hermanado bien y se han fecundado mutuamente. Gracias a la existencia de una escuela de filólogos y críticos especialistas en español, ha sido posible encauzar y dirigir el movimiento popular que irrumpió tan de súbito y con tanta fuerza; han podido formarse rápidamente, improvisarse, diríamos, los maestros que para tantos estudiantes se requerían; se han escrito los libros necesarios para la enseñanza; se ha creado por medio de conferencias, artículos y libros una conciencia pública de la significación de todo este movimiento.

Como yo llegué aquí justamente en 1916 he podido asistir al desarrollo de todas estas actividades desde mi puesto de la universidad de Columbia, que es quizá el mejor situado de los Estados Unidos para poder abarcar un hecho social de tal magnitud e interés y que, por otra parte, me tocaba a mi tan de cerca. Pero, dejando aparte esto último, puedo aseguraros que el estudio de ese hecho ha sido para mí una de las enseñanzas más valiosas que he recibido en este país. He visto—y lo he visto bien, porque he colaborado en ello—cómo se hacen las cosas nuevas, cómo se crean realidades allí donde no había nada, cómo se transforman las ya existentes, cómo todo es posible cuando hay voluntad e inteligencia. Y he meditado mil veces acerca de nuestro marasmo, nuestra impotencia, de ese algo, desconocido y fatal, que ata las voluntades, esteriliza los esfuerzos, mantiene dormidas las energías latentes que hay en nuestro pueblo, impide que se realice lo que todos queremos, y convierte en una vana aspiración y en un desengaño constante la voluntad de vivir de tantos españoles que no son menos buenos, inteligentes, trabajadores y sensitivos que otros hombres ni quieren menos que ellos una vida plena, justa, próspera y bella. Pero no es hora ahora de hablar de esto.

Sería muy largo explicar el modo como se ha llevado a cabo toda esta obra. El hecho es que antes de la guerra no se estudiaba el español en las escuelas y hoy se estudia en todas, reuniendo sólo las de Nueva York el año pasado más de 25.000 estudiantes y las de todo el país más de 200.000; que se estudia igualmente en las innumerables escuelas privadas; que colegios y universidades donde antes no se estudiaba cuentan ahora con millares de estudiantes; que aquellos otros donde siempre se estudió han visto multiplicarse su número y el de sus profesores; que el español se ha equiparado a las otras lenguas modernas en consideración oficial; que ha aumentado en la misma proporción el número de estudiantes en las clases avanzadas de lengua y literatura donde se forman los investigadores, que seguirán dando un alto sentido a todo este movimiento, en el fondo de carácter práctico y comercial; que los maestros de español de todo el país, que no bajan de 2.000, han llegado a

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formar un cuerpo unido dentro de the American Association of Teachers of Spanish, que tiene su órgano propio, la excelente revista HISPANIA.

Muchos hombres e instituciones han colaborado en esta obra en el Este, en el Centro y en el Oeste de los Estados Unidos; todos los grandes centros de enseñanza y los hombres que en ellas enseñaban—algunos de los cuales he citado antes al hablar del desarrollo científico del estudio del español—han respondido rápida y cumplidamente a la creciente demanda popular. Pero corresponde la gloria principal de todos esos triunfos a la legión mucho más numerosa y más modesta formada por los maestros de las escuelas, quienes con admirable tenacidad y flexibilidad han sabido afrontar las nuevas y difíciles condiciones, sirviendo de lazo entre las dos corrientes, la altamente científica de los universitarios y la francamente práctica de las multitudes escolares. Ellos han sido los trasmisores de todo aquel alto conocimiento de España, hasta ahora albergado en el campo de la especialidad, haciéndolo llegar a las masas extensas de la juventud del país. Ellos son los mejores estudiantes de nuestras cátedras, a las que acuden al acabar el día, después de muchas horas de dura labor enseñando en sus escuelas; con ellos he convivido yo día tras día, puesto que ellos forman la gran mayoría de mis alumnos. Así he aprendido a quererlos y a admirarlos, y siempre les guardaré el agradecimiento de que me hayan hecho sentir durante estos años toda la dignidad que hay en esta profesión nuestra de la enseñanza cuando al ejercitarla estamos seguros de que nuestras ideas prenden y fructifican en cabezas ajenas y se extienden así con el ritmo inacabable de que está hecha la vida del espíritu. Al hablar en el ámbito limitado de la cátedra al centenar de estudiantes que cada año acude a mis clases, podía imaginarme otro auditorio mucho más extenso, formado por los millares de discípulos hasta los cuales aquellos hombres y mujeres llevarían mis palabras si yo sabía prestarles fuerza de verdad y de convicción; y a cada momento sentía la responsibilidad de quien conoce la eficacia poderosa y terrible de la palabra humana.

Este esfuerzo de los maestros para adaptarse a la nueva realidad es una prueba más de la vitalidad de este pueblo, y una enseñanza para nosotros, que tan fácilmente nos dormimos en los caminos acostumbrados y que tan tenazmente nos agarramos a los precedentes y a los derechos adquiridos. Antes de la guerra y durante muchos años era el alemán la lengua que más se estudiaba en los Estados Unidos; cuando, desde que la guerra empezó, el estudio del alemán empezó a decaer y casi desapareció, quedando sin estudiantes y sin trabajo la mayoría de los maestros de aquella lengua, pusiéronse éstos a aprender ardientemente el español, que era la materia para la que se requerían constantemente nuevos profesores. ¡Cuántos empezaron así, obligados por una presión económica, a estudiar la lengua española, con toda la repugnancia que produce el tener que entrar en un camino nuevo teniendo que perder todo el terreno ganado en largos años de estudio y de trabajo, y acabaron por encariñarse con nuestra lengua y convertirse en entusiastas propulsores de su estudio al descubrir a través de ella la existencia, antes ignorada, de una gran civilización! ¡Muchos profesores de otras lenguas, especialmente de francés y de latín, pudieron aprender rápidamente el español gracias a su conocimiento anterior de lenguas afines; muchos jóvenes que estaban en las universidades entraron resueltamente en el estudio del español; se echó mano de los españoles e hispanoamericanos que pudieron encontrarse con suficiente prepa-

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ración; y en esta forma ha podido crearse en dos o tres años un profesorado culto, inteligente y capaz que cada día mejora y aumenta, y que desde luego es hoy ya tan competente y elevado como el de cualquiera otra disciplina. Esos maestros son los mismos que habéis encontrado a veces en España, que acuden por docenas a los cursos de verano del Centro de Estudios Históricos de Madrid, y que visitan igualmente los países hispano-americanos, haciendo el sacrificio económico de un viaje al extranjero para aprender no sólo la lengua sino la vida y las costumbres de los pueblos que la hablan y poder a su vuelta llamarse dignamente profesores de español.

El aspecto práctico de la enseñanza del español, a que todos estos maestros se aplican, tiene para nosotros otra importancia, además de la difusión: la de que, gracias a esta tendencia, se ha despertado interés y curiosidad por las realidades actuales de los pueblos de habla española, por su vida de hoy y su porvenir, mientras que antes casi solamente su historia atraía e interesaba. Así podía darse al caso de encontrar aquí—como yo encontré a mi llegada—un desconocimiento casi absoluto de la moderna cultura española, mientras había especialistas que escribían magistrales estudios sobre el español antiguo o el teatro del siglo de oro. Esos mismos especialistas (como muchos otros de España) que tan a fondo conocían la España del pasado, ignoraban quizá hasta el nombre de las grandes figuras que representan las nuevas direcciones iniciadas en el mundo de habla española desde hace veinte o treinta años. Su conocimiento llegaba hasta la época de la Restauración; Echegaray, Campoamor, y los grandes novelistas del siglo XIX eran, para ellos, los representantes de la literatura contemporánea de España. Hoy, en cambio, todos los que estudian español se dan cuenta, mejor quizá que en España misma, de la transformación radical que la cultura española—en América y en España—sufrió en los últimos años del siglo XIX, y son familiares para todos los nombres y las obras de Rubén Darío, Rodó, Nervo, Chocano y tantos otros grandes escritores de América, así como los de Benavente, Unamuno, Azorín, Valle-Inclán, Baroja, Juan Ramón Jiménez, los Machados, Ayala, los Quinteros, Martínez Sierra, y otros escritores españoles que, juntos con los americanos, y con nuestros artistas y científicos, a quienes también conocen, muestran bien claramente a los norteamericanos que, en medio de tantos cambios y desdichas, se mantiene siempre viva la originalidad de la raza española. Hoy estos autores nuestros son conocidos no sólo de los maestros sino de los niños y jóvenes norteamericanos, que aprenden español leyendo sus obras en las escuelas, y aun del público general, ya que cada día aparecen traducciones de sus libros y se representan en los teatros sus comedias. Antes la corriente erudita se ocupaba casi solamente de España; hoy se da a los países americanos toda la atención que merecen, no ya como posibilidades económicas, sino como creadores de una moderna cultura española.

Comprenderéis ahora hasta qué punto ha tenido una significación y unas consecuencias de valor espiritual esta corriente del estudio del español tan señaladamente interesada y práctica; y cómo ha servido hasta para ensanchar y humanizar la comprensión de los especialistas y eruditos. La misma cultura general norteamericana podemos decir que se ha enriquecido al añadir a otras influencias extranjeras la que hayan podido ejercer nuestro arte y literatura y el conocimiento de nuestra vida y costumbres. Esta deuda tienen contraída a la vez España y los Estados Unidos con los maestros de español, y singular-

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mente con el hombre que ha unificado y encauzado sus esfuerzos, Lawrence A. Wilkins, organizador y presidente de la Amercian Association of Teachers of Spanish, y Director de las lenguas modernas en las escuelas públicas de la ciudad de Nueva York.

He tratado de presentar ante vuestros ojos con alguna claridad la situación de la enseñanza del español y las fuerzas que han contribuído a su desarrolla; para completar el cuadro debería hablaros también de los que a él se han opuesto tratando vanamente de detenerlo o destruirlo. Los enemigos son de varias clases. Hay unos que querrían reducir a la nada el estudio del español. Como su actitud es absurda, vista a la luz de los interéses norteamericanos, debemos suponer que se tratará de extranjeros (y la mayoría lo son) cuyo estrecho nacionalismo les hace ver con malos ojos todo lo que no redunde en beneficio de su propio pueblo. A veces quizá se trate de profesores de otras materias, algo pequeños de espíritu, que no pueden menos de sentir celos al ver que la materia del vecino goza del favor de los estudiantes y del público. Como todos estos son pocos, o si son muchos, no se atreven a expresar claramente su intención, no he de ocuparme de ellos más que para señalar su falta de patriotismo, si norteamericanos son, y su falta de respeto al país donde viven, si son extranjeros, al poner por encima de los intereses nacionales de los Estados Unidos su vanidad profesional o su estrecho exclusivismo nacionalista.

Hay otros enemigos de peor especie que, aceptando la necesidad de estudiar el español y aun tratando de fomentarla, se esfuerzan por anular los efectos favorables que para España pudiera tener. Son éstos los que, admitiendo el valor práctico del español como instrumento de comercio, le niegan todo valor cultural. En consecuencia, según ellos, el español debería ser estudiado por aquellas personas que han de dedicarse a los negocios, intensificando el carácter práctico de su enseñanza; pero de ningún modo ser aceptado como una de las materias a que puede concederse valor educativo general, y por lo tanto servir a los estudiantes para ser admitidos a la enseñanza superior de colegios y universidades. Es decir, que, requiriéndose el conocimiento de una lengua moderna entre los que forman la base de una educación general, no se quiere aceptar el español como una de las lenguas aptas para dicho fin, que sólo puede ser satisfecho mediante el conocimiento del francés, del alemán o del italiano. Se quiere, por lo tanto, que el estudiante que haya escogido el español, se vea obligado, si ha de avanzar en sus estudios, a tener que estudiar otra lengua además, ya que el conocimiento de la lengua española no puede haber educado suficientemente su espíritu ni la literatura escrita en nuestra lengua puede considerarse digna de serio estudio. Las palabras que yo empleo son suaves, puesto que, no gente de la calle, sino profesores de lenguas romances, que deben saber algo de España, se han expresado públicamente en formas muchas más violentas, y se han atrevido a presentar a discusión en reuniones de sociedades sabias la tesis de que la lengua española no tiene literatura digna de tal nombre. Y estos hombres honestos se han preguntado públicamente: entonces ¿para qué estudiarla? Clara está que los norteamericanos amigos y conocedores de la cultura española no han dejado sin contestación esa pregunta airada, y han tenido que *recordar* que Cervantes sólo con Shakespeare puede emparejarse en la historia de la literatura universal, que nuestro romancero es el monumento de poesía popular

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más grande y más vivo que ofrece ningún pueblo, que nuestra novela clásica creó para el mundo los diversos tipos de la novela moderna, que nuestra literatura mística es única, que nuestra comedia clásica es el primer teatro popular y romántico de Europa, que el influjo de nuestra literatura sobre las de Francia, Inglaterra, Alemania o Italia no puede ser menospreciado por nadie que pretenda conocerlas; que de la entraña de nuestro espíritu y de nuestra raza han salido las dos creaciones de D. Quijote y Don Juan, que sólo con las de Shakespeare en universalidad pueden compararse y que en nacionalidad les aventajan; que Velázquez y Goya, siendo tan grandes como las más grandes pintores del mundo, son los padres de la pintura moderna; que a españoles y portugueses se debe el descubrimiento del mundo; que durante veinte siglos España ha vivido enlazada a la cultura universal, colaborando en ella por medio de contribuciones peculiares, inconfundibles y capitales en latín, en árabe, en hebreo y en español; que hoy mismo el todo inseparable que forman los pueblos que hablan español ofrece al mundo manifestaciones de vitalidad espiritual cuyo valor no es igualado por todos pueblos que se consideran directores de la civilización.

Todo esto y mucho más ha sido dicho por los amigos y conocedores de la cultura española en contestación a los que quieren que el español no sirva más que para escribir cartas comerciales. Yo, que soy español, añadiría esto: Si se tratase de determinar en absoluto cuál de las lenguas modernas tiene un valor superior educativo para el estudiante norteamericano, yo elegiría sin vacilar el francés, por razones que para muchos serán obvias y en cuya exposición yo no podría ahora detenerme. Debido a esas razones, sin duda, es el francés la lengua que hoy se estudia más en los Estados Unidos (por lo cual no deberían mostrarse tan agrios los partidarios exclusivos de ella). Pero si por cualquier motivo especial un estudiante o cien mil desean estudiar otra cualquiera de las lenguas modernas que han servido de expresión al alma y a la vida de alguno de los grandes pueblos históricos que han competido en la construcción de la civilización occidental, como por ejemplo el alemán, el italiano o el español, yo no vacilaría tampoco en permitirles estudiar la lengua de su preferencia y me preocuparía tan sólo de que su estudio fuera lo bastante profundo y acabado para asegurar la asimilación de la significación cultural de dicha lengua. Mirando a los intereses de la educación del pueblo norteamericano, me felicitaría del hecho de la divergencia, porque sólo así, estudiándose por diversos estudiantes las diversas lenguas cultas, (ya que no es posible que cada uno las estudie todas), resultaría que la colectividad norteamericana se habría asimilado, de manera compleja y armónica, las diversas modalidades de la civilización europea. A los que tratan de confinar el estudio del español en los límites del más estrecho practicismo y pretenden impedir que los estudiantes, una vez hecho el esfuerzo de aprender el idioma, lo utilicen como medio para asomarse a la vida de otro pueblo, gozar de su literatura et ilustrar su espíritu, no sabría qué decirles, porque creería que en este caso la convicción expresada, más que en un error intelectual, radicaba en una perversión moral. A éstos, así como a los que más radicalmente sustentan que nada se ha escrito en español digno de leerse, los miraría y pasaría sin decirles nada.

La sana doctrina ha sido sustentado casi unánimamente por los profesores norteamericanos, y es la que, por fortuna, va imperando. Se estudia el español

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lo mejor que se puede, no sólo en su aspecto práctico, sino como expresión de una civilización. Cada día hay más jovenes en las universidades que toman la lengua y literatura españolas como objeto de su especialidad. Sólo en esta universidad de Columbia hay cada año más de cien estudiantes que toman los cursos de filología y literatura, y de entre ellos más de una docena están preparando su tesis de doctor sobre un asunto español. No podría decirse lo mismo de ninguna otra universidad del mundo, ni siquiera de ninguna de España. Algo parecido ocurre en las demás universidades de los Estados Unidos. Claro está, que la gran masa de estudiantes no puede llegar a estas alturas y ha de contentarse con dos o tres años de español, pero contando con esta limitación, se administra a los estudiantes la cantidad conveniente de gramática, literatura, historia y geografía, se les da a leer libros de los mejores autores, se celebran representaciones teatrales en las escuelas, se crea en las clases un ambiente español por medio de fotografías de tipos, ciudades y paisajes, reproducciones de cuadros y objetos de fabricación española; se cantan canciones populares de España; en una palabra, se hace todo lo que se puede para dar al estudio del español el más alto valor educativo. Porque—dicen los buenos norteamericanos—aun mirando las cosas solamente por el lado práctico, éste es el único camino que se puede tomar, la única manera eficaz y seria de capacitar a nuestros alumnos para ejercitar con fruto su profesión comercial.

Todavía quedan otros que hacen un daño aun más grave al estudio del español, porque éstos están dentro de casa, y su actitud se apoya en el mismo sentimiento popular que lleva a los norteamericanos a buscar el conocimiento de nuestra lengua. Estos no son enemigos del español, sino de España misma. Estos pretenden separar la corriente popular de hoy que busca el modo de acercarse con fines prácticos a los pueblos hispano-americanos, de la corriente desinteresada tradicional que llevaba a los norteamericanos a conocer en su fuente, o sea en España, la historia y la leyenda españolas. Estos dicen: puesto que son los países hispanoamericanos los que nos importan, vayamos a ellos directamente y desentendámonos de España. Con la América española—o como ellos dicen, latina—vamos a comerciar, con ella vamos a estrechar nuestras relaciones políticas, ¿qué nos importa España? España pertenece al pasado; a nosotros nos importan sólo el presente y el porvenir, que están en la América española. Ni siquiera debemos ir a España a estudiar su lengua; porque si aprendemos allí el castellano, cuando en él hablemos a los hispano-americanos, no nos entenderán, y les ofenderemos, además, con una pronunciación extranjera que nos hará odiosos a sus ojos.

Todo esto, y otras cosas por el estilo, se ha dicho y se ha escrito repetidamente, y se ha defendido con tal vehemencia que sólo podríamos explicárnosla como nacida de un odio ciego a España. ¿Cómo entender sino que aquí se libren tales batallas en defensa de una cosa que no existe, como es la lengua hispanoamericana? Porque lo que se discute es si se debe enseñar el hispano-americano o el español. Y mucha gente inocente a quien ha llegado el rumor de esas discusiones piensa que nosotros y los hispano-americanos no podemos entendernos y andan ansiosos buscando a toda costa un *Castilian* o un *Spanish-American* según el partido que consideren mejor. Como ordinariamente el que se toma es el primero y la lucha por la vida es aun aquí difícil, todos los días encontramos andaluces, catalanes, centroamericanos o filipinos que se

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dicen naturales de Castilla, y en cambio hombres cultos de Hispano-América a quienes se niega la oportunidad de enseñar su lengua por creerles inferiores a cualquier castellano vulgar. Claro está, que las gentes que saben no piensan de este modo y no hacen distinción alguna entre los que hablan español a cuenta de su oriundez y sí solamente a cuenta de la calidad de las personas. Es cierto también que los hispano-americanistas a ultranza forman una escasísima minoría, y si yo he querido hablaros de ellos, ha sido solamente por su significación sintomática. Las mejores autoridades y las más han defendido siempre el castellano como tipo normal de pronunciación a que debe ajustarse la enseñanza. En muchos sitios se enseñan las dos supuestas pronunciaciones. Yo, que soy castellano, he sustentado siempre que no existe el problema; que precisamente lo que causa admiración es la uniformidad del español, si se compara con otras lenguas, a pesar de su enorme extensión geográfica y del relativo aislamiento en que viven los pueblos donde se habla; que las diferencias que existen en la manera de hablar el español son mucho menores entre España y América que dentro de España misma; que no hay un solo fenómeno lingüístico común a toda América y exclusivo de ella; que el *seseo* existe en media España y no produce ni dificultad para entenderse ni antipatía o prevención; que por encima de todas las diferencias locales de pronunciación y vocabulario, está el español culto que hablan y escriben las personas educadas de ambos mundos, cuyos mejores definidores han sido americanos como Bello o Cuervo, cuyo arquetipo está en los escritores clásicos y a cuya conservación y renovación contribuyen hoy por igual y con el mismo derecho y autoridad todos los grandes escritores originales de habla española sea la que quiera su nación de origen; y que esta lengua uniforme, fijada por la tradición y autorizada por el uso de todas las personas cultas, es la que deben aprender los norteamericanos, seguros de que sabiéndola, pronúncienla con *s* o con *c*, podrán pasearse sin dificultad por toda la extensión del mundo hispánico. Con ella como base, nada más fácil después que aprender, si necesario fuere las variedades locales que la lengua familiar ofrece en los diversos países hispanoamericanos y en las distintas regiones españolas.

Esto es lo que yo, como español digo y siento, y conforme a estas ideas he hecho todo lo que estaba en mi mano para elevar el estudio del español al plano superior que comprende, en rica e indestructible armonía, todas las modalidades del alma española. Yo no sé si todos los hispanoamericanos sentirán lo mismo; me basta con saber que así sienten los mejores puesto que así lo han expresado en bellas y clarividentes páginas; y estoy seguro de que todo hispanoamericano digno de serlo se sentirá insultado y no halagado por la preferencia extranjera basada en desamor a España, es decir, en desamor a lo más íntimo y universal de su mismo espíritu.

Por eso la mayoría de los norteamericanos no cae en este error grosero, y aun aquellos que solamente piensan en Hispano-América, entienden que la significación espiritual de España es un factor con el que tienen que contar al desarrollar cualquiera de los planes que se propongan llevar a cabo en la América española.

Para terminar esta enumeración de los escollos con que la corriente de sano hispanismo ha ido tropezando, sorteándolos felizmente gracias a la sabia y comprensiva dirección de los hombres que están al frente de este movimiento, habría que hablar del daño que al buen nombre de nuestra cultura hacen

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los que por exceso de celo y entusiasmo o por afán interesado de propaganda, exaltan lo español bueno o malo hasta las nubes y provocan con el elogio desmedido la consiguiente exagerada reacción. Otro peligro está en la visión empequeñecida y falsa que de España dan, a veces con la mejor intención, españoles sin preparación suficiente, que por el solo hecho de haber aprendido español con la leche de sus madres, ocupan puestos en la enseñanza, escriben artículos y libros y hablan de todo lo que a España concierne con la seguridad que da la ignorancia del que escucha. Afortunadamente, esa mala impresión es corregida gracias a la labor de un corto número de españoles cultos que por su inteligencia y seriedad han llegado a ocupar puestos de importancia en los mejores centros de enseñanza, en los que llevan sobre sí, con extremada discreción y dignidad, la difícil misión de representar a España intelectualmente en este país y prestar a la enseñanza del español la nota de intimidad que sólo nosotros le podemos dar.

He aquí expuesto a grandes rasgos-y creo que con la necesaria objetividad-todo el juego de fuerzas e intereses materiales y espirituales que han determinado este movimiento de aproximación a España y a los países de habla española por parte de los Estados Unidos, del cual habrán llegado seguramente noticias confusas a vosotros. Hubiera podido en este discurso haberos hablado de algún tema puramente ideológico; he preferido hablaros de estos hechos vivos, que han sido mi preocupación durante estos años y que ningún español que del porvenir de España y su civilización se preocupe debe desconocer.

Ante estos hechos,-¿cuál debe ser la reacción de España? Yo os diré brevmente mi sentir.

En mi opinión el mal de los males de España ha sido su aislamiento. Hace ya años escribí yo un discurso para la apertura del curso de la universidad de Oviedo, en el cual, con el rigor intelectual de la juventud y con toda la sinceridad de que era capaz, traté de definir el cáracter único de nuestra evidente decadencia. La idea del aislamiento, la que Cajal más tarde, con su autoridad incomparable, sustentó bajo el nombre de "segregación intelectual de Europa," la misma cuya conciencia se siente crecer y precisarse a través de todos los esfuerzos en pro del resurgimiento nacional desde los reformadores del siglo XVIII hasta los últimos propulsores del sano europeísmo español que ha culminado en nuestro siglo, es la que yo encontraba siempre en el fondo de mi interpretación metódica de la historia de España. Creyendo esto firmemente, he de pensar que todo lo que contribuya a relacionarnos con otros pueblos será fuente de bien y de vida, y que todos los males que esa relación nos pudiera traer no serían nunca tan malos como el mal del aislamiento. Y he aquí que ahora, rodando las cosas, sin buscarlo ni quererlo, se nos mete el mundo por las puertas y no tenemos más remedio que despertar a la vida internacional.

Todos los grandes pueblos expansivos—no sólo los Estados Unidos—tienen puestos sus ojos sobre el mundo que habla español. Vienen a traernos sus capitales, a vendernos sus productos, a enviarnos su inmigración, a imprimir sobre nosotros su cultura. Les impulsa su fuerza, su vitalidad, su interés. En el fondo de todo hecho histórico hay ciertamente una raíz econó-

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mica; pero eso no quiere decir que todo en el mundo sea economía. Ya hemos visto como los norteamericanos al acercarse a nosotros han tenido en cuenta que somos los depositarios y creadores de una civilización. Y al primer contacto, sin esfuerzo alguno por nuestra parte, esta civilización se les ha metido por las puertas de su casa. Lograremos, pues, lo primero, que se nos conozca, que se nos juzgue, que se nos interprete. Cada hispano que de ahora en adelante se aplique a alguna actividad creadora o directiva se sentirá vigilado por la atención del mundo y desaparecerá el localismo, el ruralismo, la ligereza irresponsable de que rara vez se ven libres nuestros políticos, nuestros escritores y nuestros artistas. Colectivamente nos iremos componiendo también para sufrir con dignidad la mirada del extranjero; nos levantaremos de la siesta eterna sobre las viejas almohadas apolilladas y dejaremos a un lado las groseras disputas familiares.

Pero además les conoceremos a ellos. Cada actividad que desarrollen en nuestros países encerrará una enseñanza viva; cada éxito suyo será un acicate de nuestra voluntad. Nos asomaremos a sus países; aprenderemos sus lenguas; estudiaremos sus métodos y sus técnicas; y cuanto más recibamos de ellos y más a fondo les conozcamos, mejor nos conoceremos a nosotros mismos y más pura y definida será nuestra personalidad. Desechemos temores ridículos; los verdaderos males no son los que vienen de fuera sino los que llevamos dentro. Nadie nos hará más mal que el que nosotros nos dejemos hacer. Los países hispano-americanos que más se han abierto a la influencia extranjera, como la Argentina o Chile, son los que más ahincadamente han afirmado su carácter nacional, y a pesar de su relativa pequeñez, han logrado asegurar su independencia y el respeto del mundo. Los colegios y escuelas de los Estados Unidos están llenos de jóvenes hispanoamericanos, que cuando vuelvan a sus países, llevarán consigo, aparte de lo que hayan podido aprender, la fuerza nueva de un patriotismo depurado y consciente. Ya se siente en España también la renovación producida por nuestro creciente contacto con el extranjero.

No interpretéis esto que os digo como un deseo de ver sustituída nuestra manera de ser por la de otro pueblo cualquiera que pudiera parecerme superior. Esta actitud extranjerizante me es tan odiosa por lo menos como el cerril casticismo impermeable. Si yo fuera un simio de esta clase, hubiera consagrado este discurso a describiros la universidad norteamericana, para que la tomaseis como modelo ahora que vais a reorganizar las nuestras. Debéis suponer que ésa sería para mí tarea fácil, puesto que debo conocer bien el funcionamiento y carácter de estas universidades, y no puede haber dejado de preocuparme la reforma que se prepara en las españolas. Y sin embargo, he huído de ese camino; porque sé bien que no es el sistema imperante lo que ha creado y dado vida a estas universidades, sino que son ellas, los hombres e ideales que las forman y la sociedad que las rodea, los que han creado y dado vida al sistema. Transplantado éste a nuestro suelo resultaría una forma vacía e ineficaz al no encontrar allí ninguna de las fuezas que aquí lo vivifican y sustentan y por no coincidir con nuestras necesidades y nuestro temperamento. Si nuestras universidades, como las mejores norteamericanas, hubieran de ser sostenidas por la donación privada, ¿qué podríamos esperar de nuestros ricos usureros coleccionadores de dehesas, explotadores de renteros, detentadores de la tierra, criadores de conejos y de reses bravas,

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enriquecidos con los despojos de la aristocracia y el sudor de la pobre clase labradora acogotada y envilecida? Desde que la universidad es autónoma, ¿qué apoyo económico ha encontrado en los salmantinos que no tienen otra cosa que ofrecerla más que su dinero? El capitalista norteamericano, a pesar de que ha ganado su dinero gracias a su inteligencia y a su esfuerzo y aumentando la riqueza pública, siente que tiene una deuda con la sociedad y devuelve gran parte de lo que ha ganado consagrándolo a obras de beneficiencia y de cultura; el rico español, el del *pacto de retro* y el veinte por ciento, el comprador de papel del Estado, que se ha enriquecido sin crear riqueza alguna, no siente ningún deber social y cívico y deja que las universidades vivan de la munificencia del Estado, administrado por sus abogados y representantes. Las universidades norteamericanas se esfuerzan por mantener y elevar el nivel de su enseñanza porque los estudiantes no irían a ellas si no estuvieran seguros de lograr allí la competencia que después la soceidad ha de exigirles cuando traten de ejercer su profesión, y por eso vemos que en una misma ciudad la universidad donde las matrículas son más caras es la que tiene más estudiantes, no vacilando éstos en pagar más por la calidad de la enseñanza y el prestigio de los títulos. Yo no quiero ahondar en nuestras llagas; pero es evidente que ni el estudiante que asiste a nuestras aulas, ni su padre, ni la sociedad donde va a ejercer su función profesional están animados del mismo espíritu. ¿Qué pasaría si nuestras universidades, como las norteamericanas, estuvieran regidas por el poder autocrático y omnímodo de unos cuantos patronos o consejeros, que ordinariamente no son universitarios sino hombres de negocios, los cuales nombran libremente y sin oposición a los profesores y arreglan todos los planes de enseñanza consultando al profesorado solamente cuando les viene en gana? Es evidente que todo este sistema que aquí da buenos resultados, porque ha sido producto de larga experiencia, porque ha salido de la entraña misma de la vida y el carácter del país, daría en España resultados desastrosos. Cada país vivo y fuerte ha desarrollado sus universidades con arreglo a su carácter propio y así se ha llegado a los tipos tan diversos de la universidad inglesa, francesa o alemana. Será inútil que nosotros tratemos de copiarlas; no hay más camino que inventar la nuestra, hacerla día tras día con nuestras cabezas y con nuestras manos, conforme al carácter y a los ideales de nuestro pueblo.

Para ello—repito lo que dije en Oviedo—no hay más que un camino: trabajar y esperar, tener actividad y tener fe. No echar la culpa a nadie ni a nada para justificar nuestra inercia o nuestra ineptitud; no culpar, por lo que nosotros dejemos de hacer, ni al gobierno ni al sistema ni al sueldo ni al material ni al estudiante ni al profesor ni al local. Cada hombre en cada momento, sean cualesquiera las circunstancias, tiene ante sí una posibilidad. La han tenido y la han realizado todos los grandes españoles que, con fe y actividad, han creado nuestra cultura de hoy, y están ahí mostrándonos el único camino de redención al mismo tiempo que nos justifican ante el mundo. Nada puede detener nuestra actividad ni hay motivo ninguno para que dejemos de tener fe en los destinos de nuestra raza. Nunca menos que ahora.

Vosotros sabéis que yo no soy de los que quieren engañarse con vanos optimismos: ni soy de los que tratan de cerrar los ojos a la visión de nuestro fracaso y nuestra decadencia, ni de los que encuentran remedio fácil en cual-

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quier fórmula o receta; pero creo en mi fe precisamente porque ésta surge pura e incommovible después de haber ahondado en el abismo de nuestros malos y de haber rechazado por inútiles todas las formulas de regeneración. Creo en la esencia íntima e inmortal de España. Nuestros fracasos, nuestros aciertos y nuestros virtudes. Cuando un español, como mi entrañable y admirado amigo Eugenio de Ors, dice en la universidad de Salamanca aquello de: Yo soy catalán, frente al francés y al castellano, ha dicho algo tan fina y apasionadamente absurdo como sólo podía decirlo en español. Cuando un hispanoamericano nos habla, como en reto, de su abolengo indio nos está diciendo a voces que no es más que español. Cuando argentinos o chilenos extreman sus gestos nacionalistas es cuando más españoles son. Toda idea antigua o moderna—catolicismo o liberalismo, tradicionalismo o bolcheviquismo—toma en nuestros labios siempre un timbre español. Es posible que tuviéramos que dudar de la consistencia de todas las formas que ha tomado nuestra vida actual, de la realidad de cuanto somos o pretendemos ser; solo resistiría a nuestra duda y nuestra crítica lo español de nosotros mismos, única realidad que quedaría en pie. Podrán desaparecer, cambiar, transformarse todas esas formas, ideas, instituciones y quedará siempre vivo el espíritu español.

Si alguien fuera tan impertinente que me atajase preguntándome qué es lo español, aumentaría su confusión al contestarle que es la manera de ser de los españoles, que nadie sabe en qué consiste y menos que nadie los españoles mismos, pero que evidentemente es distinta de todas las demás maneras de ser humanas y se manifiesta como tal en todo lo que los hombres de raza española hacen desde lo más alto hasta lo más abyecto. En una palabra, que yo creo en la originalidad profunda de la raza española y por eso no temo ninguna influencia extranjera.

Podrán otros pueblos tener una civilización más alta y más rica; pero ninguno, entre todos los modernos, ofrece una civilización más larga, continua y armónica, a pesar de las constantes conturbaciones interiores y de la enorme extensión territorial. A través de las lenguas y razas más diversas, en la península ibérica y fuera de ella, la originalidad española ha salido siempre una y triunfante. Acabamos de pasar, es verdad, una de las crisis más graves de nuestra historia, la que durante tres siglos nos ha mantenido al margen de la civilización por haber algo en el fondo de nuestra naturaleza que nos hacía incompatibles con la dirección que la imprimieron en la llamada Edad Moderna las razas germánicas o germanizadas del centro de Europa. No nos ha quedado más modo de afirmarnos que el aislamiento y la reacción. Pero ahora esa civilización se cae hecha pedazos y sobre sus ruinas va a levantarse un mundo nuevo. Los nombres buscan una idea más amplia y generosa de la humanidad. En ella cabremos nosotros si ayudamos a crearla. Esta es la hora de todos. Entretanto esperemos tranquilos la corriente del mundo que va a caer impetuosa sobre nosotros. ¡Españoles de España, hermanos de América, la ola ya está aquí; estemos unidos, bien cogidos de la mano, para que no se pierda ni el más pequeño de nuestros pueblos, y que cuando la ola llegue nos levante y no nos ahogue!

FEDERICO DE ONÍS
Catedrático de la Universidad de Salamanca.

COLUMBIA UNIVERSITY
NEW YORK

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ANNOUNCEMENTS

SHALL DUES BE RAISED?

DEAR COLLEAGUES: HISPANIA, the official organ of the American Association of Teachers of Spanish, as it enters on the fourth year of its existence is meeting the same difficulties with old H. C. L. that everything and everybody in the United States has had to endure. The Association is therefore confronted with a dilemma.

Shall we raise the price of our dues to $3 annually or shall we reduce the numbers of HISPANIA to five yearly instead of six? This question will be decided according as the members vote. For this purpose a ballot has been prepared which each member may use when he pays his dues for 1921.

To make matters clearer, it will be well to quote the constitution. Article VIII says: "Each active member shall pay two dollars annually to the Secretary-Treasurer, fifty cents for dues and one dollar and fifty cents for subscription to HISPANIA"; and further, "No memberships in the Association nor subscriptions to HISPANIA shall be separately accepted." Article IX says: "The official publication of this Association shall be known as HISPANIA, and it shall appear quarterly."

The issue of six numbers of HISPANIA instead of four was begun in 1919 because our Association grew so rapidly in membership that the treasury could afford to pay the cost. We closed the year 1919 with about $100 balance in our favor. The year 1920 may show a deficit. And 1921 will surely show a deficit if we continue to publish six numbers of HISPANIA. The remedy, of course, is pointed out by the constitution—go back to four numbers yearly, or five if we can pay for them, of which latter alternative there can be no doubt. The constitution was not changed regarding the number of issues of HISPANIA. But having enjoyed the six numbers of HISPANIA for two years, do we wish to content ourselves with five? The November number is the one which would be omitted. This, for example, is the November number. Should it be omitted?

The cost of printing and mailing HISPANIA varies between $400 and $500 an issue, approximately thirty cents a copy. And when some member moves without notifying the secretary of his change of address and a month later writes that he would like a copy of a certain number because the other was not received, it costs the Association thirty cents plus something for postage.

The cost of printing HISPANIA is met chiefly by dues, but is considerably helped by the advertising, which covers rather more than the cost of one number. Unfortunately the expenses of the Association are not limited to the cost of printing. There is need for money to meet the expenses of the annual meeting and for clerical help and postage for the officers. But it should be borne in mind that the officers of the Association work wholly without compensation.

It will be possible to change the clause in the constitution regarding dues, according to Article XII. "The Constitution may be amended by a two-thirds

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vote of those present and voting at any annual meeting; provided, that written notice of any proposed amendment shall be sent to the Secretary-Treasurer by at least five members of the Association in time to be published in last issue of HISPANIA prior to the meeting at which it is to be voted on."

Such notice will be printed in the December HISPANIA, but the vote at the annual meeting will be governed by the desires of the members as expressed by their votes. Consequently, send in your vote with the remittance of two dollars, the old rate of dues, because dues are payable before the annual meeting. The ballot for the referendum and the bill for dues for 1921 may be found on a separate sheet inserted in this number.

ALFRED COESTER, *Secretary-Treasurer.*

FOURTH ANNUAL MEETING

The fourth annual meeting of the American Association of Teachers of Spanish will be held in Chicago in one of the banquet rooms of the Auditorium Hotel all day December 30th, and the forenoon of December 31st. A fine program of speakers and discussion is being arranged. Full details and the program will appear in the December number of HISPANIA. All members now planning their Christmas vacation should bear this in mind and arrange their affairs accordingly.

LISTA DE NORTEAMERICANOS ASISTENTES AL CURSO DE VERANO DE 1920:

Miss Belle Arbour, Akron, Ohio; Mr. Paul Ashleman, Northwestern High School, Detroit, Mich.; Miss Eloisa E. Baca, El Rito, New Mex.; Miss Fabiola C. de Baca, El Rito, New Mex.; Mr. Leslie P. Brown, Chicago; Miss Ella Moore Brown, Arkport, N. Y.; Miss Maude Canniff, Toledo, Ohio; Miss Eleanor Carr, Rosedale, Kan.; Mr. Edmund Caskie, 14 Place Vendome, Paris; Mr. Thos. Henry Clay, Kentucky; Mrs. Mary P. Cox, Los Angeles, Calif.; Mr. John Colin Drewry, Raleigh, N. C.; Miss C. Evangeline Fernham, Columbia University, New York City; Mr. William L. Fichter, U. S. Naval Academy, Annapolis, Md.; Miss Mary Louise Foster, Smith College, Northhampton, Mass.; Miss Mabel M. Harlan, Indiana University, Bloomington, Ind.; Miss Mary W. Harrison, Topeka, Kan.; Mr. W. K. Harrison, U. S. Military Academy, West Point; Mr. Alvin K. House, University of Pennsylvania, Philadelphia; Miss Emma Gertrude Jaeck, Rhode Island State College, Kingston, R. I.; Mr. Joseph N. Lincoln, Quincy, Mass.; Miss Grace G. Littlefield, Passaic, N. J.; Miss Florence Lyon, Delphi, Ind.; Mr. John Fulton McGavock, Lynchburg, Va.; Miss Grace MacMillan, Cleveland High School, St. Louis, Mo.; Miss Lorna Murphy, Waubon, Iowa; Mr. Richard C. Murrell, Bayou Goula, La.; Miss Ruth M. Oxley, Marion, Iowa; Mr. John Russell Parks, Franklinville, N. C.; Mr. Clarence E. Parmenter, University of Chicago, Chicago; Mr. Edwin B. Place, Boulder, Colo.; Mrs. Medora Loomis Ray, New York City; Mr. Donald V. Richardson, Jr., Conway, S. C.; Miss Bertha G. Saul, Greenville, Pa.; Miss Margaret S. Scott, New Brunswick, N. J.; Mr. R. Harold Spicer, Culver Military Academy, Culver, Ind.; Mr. Lester B. Struthers, Indiana University, Bloomington, Ind.; Miss Ottilie Theobald, Wells College, Aurora, N. Y.; Miss Auretta M. Thomas, Fountain City, Ind.; Mr. Prescott Townsend, Boston, Mass.; Mr. Chester Monroe Walch, Hartford Conn.; Miss Marie E. Wall, Staunton, Va.; Mrs. Katherine Way, Denver, Colo.; Miss Lillian B. Weide, Chicago; Mr. C. M. Vanstory, Jr., Greensboro, N. C.; Mr. Jack Buckman Walthour, Savannah, Ga.; Mr. Roger Burch Weems, Conway, Ark.; Miss Majel W. Wood Wichita, Kans.; Mr. C. H. Yarborough, Louisburg, N. C.; Miss Bertha J. Vincent, Chicago.

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HISPANIA

VOLUME III *December, 1920* NUMBER 6

IMPRESIONES DE ESPAÑA

CÁDIZ

El viaje de Nueva York a Cádiz se hace interminable. Los pasajeros que han pasado en la gran metrópolis norteamericana horas tan regaladas y días de continua diversión, llegan a bordo extenuados, permanecen en sus camarotes, y allí descansan lánguidamente recordando aquellas gratas horas de placer, allá en el luminoso Broadway.

En el saloncito hay algunos pasajeros de color macilento y ojos tristes, que sueñan con el día feliz de la llegada, y preguntan con voz débil y quejumbrosa por el doctor o por la camerera.

Sobre la cubierta hay una hilera abandonada y solitaria de sillas. Yo me siento en una. . . . En el cielo parpadea una estrella grande y luminosa y su luz argentina se refleja en el mar inquieto cual plateada estela de un barco apartadísimo . . . invisible.

Allá en la solitud de la tenebrosa cubierta, mi alma evoca el recuerdo de los días felices de mi infancia pasados en España; y mi espíritu siente ante tales añoranzas y embelesos intensas nostalgias. En la soledad del mar inmenso nuestro barco se acerca sigiloso hacia el puerto español radiante de luz y colores.

Por fin se distinguen los montes españoles allá en lontananza. Mi corazón late con fuerza; en los seis años de ausencia el cariño hacia mi patria se ha acrecentado de tal manera que se me tarda el retorno; una alegría sincera invade todo mi ser y se nublan mis ojos, pero mis labios sonríen, y sonríen con deleite sumo.

El faro de Trafalgar nos saluda austero. Sobre su torre de cristales prismáticos brilla el cielo azul. Algunas nubecillas blancas flotan perezosamente por encima de las abruptas sierras. Los pri-

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meros rayos del sol parecen saludar con sus fulgores delicados y suaves a Cádiz, la típica ciudad española. El sol va iluminando poco a poco los callejones sombríos, las callecitas estrechas, las plazas pintorescas con sus árboles diminutos y las casitas blancas con sus balcones espaciosos y sus altas ventanas.

Alguien me anuncia que ha cambiado mucho durante estos últimos años. Yo voy anotando los nuevos edificios que hermosean las amplias y modernas calles de la ciudad, el aseo de las calles, el febril movimiento comercial que va posesionándose de esa ciudad que vuelve a ser una ciudad activa y rica, y opino que las exigencias del siglo veinte no han ahogado por completo el alma medioeval de esta tierra primitiva. Las transacciones comerciales, la moderna especulación han llamado de nuevo a las puertas de esa ciudad chiquitina y progresista, pero su alma paradójica ha sabido combinar lo práctico con lo poético, las nuevas actividades con las languideces moriscas que heredó de sus antepasados.

Allí puede ver junto a los hermosos edificios de nueva planta las casitas de alegre patio andaluz, las azoteas orientales, con sus flores fragantes y sus pájaros cantores. . . . Frente a las tiendas elegantes, en cuyas lujosas vidrieras lucen costosos objetos importados de París, Londres y Nueva York, he visto al típico vendedor ambulante con sus múltiples baratijas de vistosa quincalla; y he oído a los vendedores de frutas, legumbres, pescados y flores anunciando con pregón lento y sonoro su modesta mercancía.

En el silencio intenso de la noche plácida, he escuchado ensimismada el rasgueo sentido de una guitarra y han llegado a mis oídos viejas y plañideras canciones.

Tengo una pena, una pena
Tengo un dolor, un dolor;
Te quiero mucho, morena,
Me esta matando tu amor.

Es tanto lo que te quiero
Que no puedo trabajar.
Quiero sentarme a tu vera
Y mirarte. . . . nada más.

Y me he confesado ingenuamente que Cádiz no ha cambiado.

¿Qué importa que aumente el número de sus nuevos edificios? ¿Qué importa que aumente el tesoro que guardan en sus cajas fuertes sus ricos comerciantes? ¿Qué significa el hecho de que se hayan ampliado algunas vías? El alma sentimental de esta ciudad perma-

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nece inalterable, lánguida, tristona, generosa, grande, muy grande.

Es el alma española, contemplativa, que labora humildemente y reflexiona sin apasionamentos, sin rencores . . . sin amarguras.

GIBRALTAR

La excursión de Cádiz a Gibraltar en el vapor Margarita es en extremo interesante. Casi todos los marineros son moritos que hablan con un delicioso acento lánguido, oriental. Se desvive por nuestro bienestar y van y vienen de acá para allá trayéndonos caldo, jerez, almohadas y flores con una solicitud que nos abruma y deleita al mismo tiempo. El capitán, que parece que nada tiene que hacer en el puente, se pasea en cómodas babuchas y, o charla paternalmente con las damas de abordo o juega a ajedrez con los caballeros. El primer oficial, un muchacho simpático y hablador, que tampoco parece tener gran responsibilidad abordo, nos asegura que el vapor sabe ir solo al puerto: "Hace 64 años que el Margarita hace la travesía entre estos dos puertos y no ha perdido ni un tornillo." El, sin embargo, ha perdido muchos. Lleva cuatro años a bordo y pierde la cabeza cada vez que ve a una extranjera rubia.

Mi compañera que es rubia como una princesa de antiguas leyendas, sonríe con esa suave sonrisa plácida de las mujeres del norte. En sus ojos azules hay un dulce misterio, una inocente afabilidad que entusiasma al español, el cual no atina ya a alejarse de la rubita.

El balanceo del barco me produce inquietudes terribles. ¿Irá solo este vapor? me pregunto. No, allá arriba en el puente un morito con ojos soñadores que miran al inmenso vacío, va dando vueltas a la rueda del timón musitando algo entre dientes. Con visible malestar y zozobra pregunto al enamorado oficial: "¿Cree Vd. que el marinero que lleva el timón está elevando una plegaria a Allah?"

El oficial me mira con ojos burlones por encima de una espumante copa de Champagne:

"No, niña; está tatareando una vieja canción."

Lo de *"niña"* me hace sospechar que se le ha subido el vino a la cabeza; voy a reconvenirle amistosamente; pero le veo alejarse con la rubita. . . . En la cubierta de popa la orquesta toca suavemente un vals enervante y la feliz parejita baila y baila con el grato deleite y la completa abstracción que produce el amor fugaz. . . .

En la silla a mi derecha un padre franciscano de beática faz y colosales proporciones exclama echando miradas fulminantes a las parejas, y no exento tampoco de malestares y temores:

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"Bueno será encomendarse a Dios."

Por fin aparece la inmensa roca de Gibraltar. Parece un león que duerme, que descansa o que tal vez medita preocupado. Las olas se estrellan perezosas a sus pies, unas nubecillas blancas flotan pacíficamente por encima del árido peñón y sin número de lanchas y fragatas van y vienen de la roca monstruo a las costas africanas y españolas.

En el muelle gritan los vendedores de flores y frutas, lloriquean pidiendo limosna algunos pintorescas mendigos, pitan las sirenas de las lanchas de vapor, y todos estos múltiples ruidos se confunden con las lejanas y penetrantes notas de una corneta y con el repiqueteo continuo de un tambor lejano, allá en la fortaleza.

La ciudad se extiende por el lado oeste de la roca en una serie de calles estrechas, de casitas cuadradas y blancas en su mayoría, como casas de muñecas. La vista de estas casitas alegra mi alma. Son idénticas a las españolas: blancas, de azul delicado, de suave color de rosa o de amarillo tenue; los mismos balconcitos coquetones y los tejados de acanelada teja de un rojo vivo; la misma profusión de flores: la misma clase de cafés, de tiendecitas y bodegones donde se reunen los desocupados a beber manzanilla y aguardiente, y a cantar malagueñas y soleares con unos "ayes" que llegan al alma.

Las casas de comercio, los cafés y los tienduchos son de aspecto puramente español, pero tienen letreros en inglés. Son ingleses también los soldados de casaca encarnada y bastoncillo de bambú flexible y las mujeres de rosada tez, de impávidos ojos azules y cuerpos angulosos y desgarbados. Allí vende Inglaterra su aromoso te y sus ricos paños ingleses. Pero la ciudad y el alma de Gibraltar son tan españolas como lo eran en 1704, cuando la Gran Bretaña se posesionó de la roca invulnerable. . . .

Por las calles caminan, en chancletas, imponentes moros de flotantes túnicas y blancos y vistosos turbantes; indios de tez oscura y ojos penetrantes; españoles de sombrero cordobés y ancha faja; agraciadas andaluzas de ojos negros; ávidos turistas; marineros de todas las naciones del mundo; y el policía inglés, robusto, erguido, impasible . . . mirándolo y vigilándolo todo.

Al toque de retreta se cierran las puertas de la ciudad. En Gibraltar sólo pernoctan ciudadanos ingleses o residentes de allí; a los demás se les exige un pase. Los jornaleros españoles de San Roque, pueblo vecino, tienen que abandonar la ciudad antes de la caída de la noche.

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A la hora del crepúsculo repiquetea lentamente una campana, y al oír aquel sonido quejumbroso que tiene un carácter tétrico de alarma y peligro, se llena la calle de abigarrados trabajadores españoles, los cuales se apresuran a salir de la ciudad antes de que las puertas de la muralla se cierren. La inmensa mole roquiza se extremece con un fuerte cañonazo y el oficial de guardia marcha hacia la entrada. Le acompaña un piquete de soldados: se dirigen a cerrar las puertas marchando silenciosos y arrogantes a los acordes de las flautas escocesas y de los tambores ingleses.

Al toque de diana se oyen de nuevo acordes marciales: es que una compañía marcha a abrir las puertas de la fortificación. Van aquellos soldados erguidos, tiesos; cruzan las estrechas calles; sus chaquetas encarnadas con botones plateados se destacan y brillan con los primeros rayos del sol, y sus pasos acompasados y precisos resuenan a unísono sobre el limpio empedrado del pavimento.

Por la noche el aspecto español de Gibraltar se intensifica. Las calles adquieren una animación notoriamente española; los cafés se llenan de gente; en las esquinas hay grupos de desocupados que envueltos en airosas capas españolas discuten acaloradamente; sin número de muchachas con flamantes mantones de manila, adornadas sus graciosas cabezas con claveles dobles o fragantes jazmines, charlan en las aceras, en las puertas y en los balcones y se ríen con risa franca y alborotadora; de cuando en cuando se escucha fugazmente el repiqueteo de unas castañuelas, el rasguear de una guitarra y después los frenéticos aplausos y "*¡oles!*" del excitado público de algún café cantante.

¡España, ¡España! Yo te siento y te veo en todas partes. Has entrado y te has posesionado de la roca invulnerable. ¿Qué importa que los centinelas ingleses guarden tus puertas y que los policías vigilen tus calles aseadas? El alma española y sutil se ha deslizado por entre las garitas severas y silenciosas, y su mano que acaricia, y enloquece, ha puesto el sello de su personalidad fascinadora y pintoresca en las casitas de alegres colores, en el andar reposado de su gente, en la indolencia comercial de los vendedores, siempre galantes, en las diversiones sugestivas de esa plaza fuerte "inglesa," que aún hoy se extremece y emociona al oír los trémulos "ayes" de unas malagueñas quejumbrosas, y se entusiasma al ver los bailes andaluces, tan lánguidos, tan apasionados, tan llenos de ondulaciones y de misterios.

CAROLINA MARCIAL DORADO

NEW YORK CITY

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EL ALMA DE TOLEDO

En medio de la desierta llanura castellana, azotada del viento, amarillenta por los siglos, asentada firmemente sobre las rocas, está Toledo, la ciudad española de más rancio abolengo, la que ha visto cuatro imperios, aportado su contribución a cuatro civilizaciones—romana, gótica, árabe, castellana—y la que fué en su tiempo capitalidad de uno de los más vastos imperios que registra la historia.

Circundada en forma de herradura por el río Tajo, teniendo al norte una dilatada vega, al sur los montes de Toledo, la ciudad es un verdadero laberinto de calles estrechas y empinadas y de pequeñas plazas irregulares, de callejones sin salida. A trechos, junto a una casita minúscula que, por sus dimensiones, parece de cartón se alza una antigua mansión señorial, con robustas rejas y celosías en los balcones, con grande escudo sobre la puerta de enorme aldabón y florido herraje. Por todas partes, columnas, arcos, bajorrelieves, estatuas, arabescos; por todos lados, hornacinas e imágenes, aun en aquellos lugares sórdidos y mal afamados donde, como dicen las concesiones eclesiásticas para su establecimiento, "se hacen grandes ofensas a Dios."

Aunque por Toledo hayan pasado cuatro civilizaciones, el carácter de la ciudad es predominantemente árabe y, en general, medioeval. Una visita a esta ciudad castellana nos enseña más, y nos da una visión más clara y precisa de lo que fuera un pueblo de la Edad Media, que varios cursos de historia y arqueología. Porque Toledo es eso, una ciudad medioeval por cuyas puertas no parecen haber penetrado, por fortuna, ni las luces ni el soplo del siglo XX. Tal vez sean Toledo y Brujas las dos únicas ciudades del mundo moderno que conserven tan patente su timbre medioeval. En Toledo hallarán los historiadores memorables páginas, escritas en piedra, de la historia de España; los arqueólogos, monumentos de todas las épocas y estilos; los artistas, insuperables modelos del arte nacional: los poetas, motivos de inspiración; los amigos de la leyenda, caudal bastante para inundar de poesía todas las ciudades prosaicas y mercantiles que no son capaces siquiera de envidiar las glorias de Toledo. No hay en toda la población ruina, rincón, solar que no tenga asociada alguna gustosa y sabrosa leyenda.

Si no mejor, al menos con más elocuencia que en las historias,

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está escrito el pasado en los monumentos. Al ojear las páginas de un libro, por documentado y expresivo que sea su verbo, no hacemos más que leer; en presencia de un monumento, el ánimo medita. Y estas viejas ciudades españolas, como Toledo, son monumentos del pasado; ciudades en cuyo sereno ambiente el alma descansa y sueña; extrañas ciudades donde la fisonomía de una época, y hasta las antiguas maneras y costumbres se conservan como si el espíritu de sus antepasados y sus ideales se hubieran petrificado. De estas ciudades seculares se ha olvidado, a Dios gracias, el progreso. Y aunque por sus puertas se haya entrado algo de lo moderno, y la civilización les haya dado algunas pinceledas prosaicas, es tan firme y enérgica su personalidad que ni los hilos telefónicos, ni el pavimento asfaltado, ni los focos eléctricos logran desvanecer su carácter legendario, Diríanse protegidas por el hado familiar de los antepasados, los que infundieron su alma a la ciudad. El curso de los siglos, con su cabalgata de hombres nuevos, de nuevas ideas, no ha sido capaz de borrar la fisonomía augusta de la ciudad. Sus antiguas murallas, sus rotos arcos, sus ruinas heroicas, sus monumentos y sobremanera sus ancianas tradiciones le dan un carácter venerable. Por estas ciudades silenciosas, dormidas, muertas, como Toledo, parece vagar la sombra de ancianos; de ancianos que en la edad moza dieran lustre a las armas, o las letras, o la religión, o la realeza: que serían poetas en Córdoba, monjes en Burgos, capitanes en Toledo, cortesanos y patricios en Salamanca.

Hay algo patético en estas ciudades seculares, con un recuerdo en cada piedra, con una leyenda en cada ruina, que nos hablan de épocas gloriosas y nos estremecen el corazón. Para los que aman por igual la leyenda y la historia, poseen una fascinación irresistible; alma adentro se les mete su poesía íntima. ¡Y qué sutil encanto vagar por sus calles, solo, al filo de la medianoche, cuando la ciudad duerme, y el suave resplandor de la luna pone sólo—como si la pálida luz temblase de emoción y de respeto—un claro tono en aquellos monumentos que resistiendo la pesadumbre de los siglos, nos dan la sensación de las cosas eternas y nos brindan la serena evocación de los viejos tiempos de la raza; errar por ella en el silencio, en la soledad de la noche, escuchándose sólo el rumor de una corriente o el bramar del viento en la alameda; andar con pasos tímidos, temerosos de romper su silencio, por sus calles angostas, laberínticas, que llevan nombres sonoros de grandes capitanes, de renombrados hechos de armas, de piadosos varones, de magnates y descubridores: pasar

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bajo sus arcos rotos, desembocar en sus plazas irregulares, en algunas de las cuales tantos toros y cañas se corrieran y tantos autos de fe se celebraran, y entre cuyos edificios desiguales, sobrepuestos en anfiteatro, se destaca algún sombrío monasterio; acercarse a deletrear tal o cual inscripción en los muros escrita siglos ha; y seguir finalmente una calleja tortuosa y empinada para salir inesperadamente a un torreón, a un trozo de muralla, que da a la vega. Si se quiere una sensación histórica irresistible, váguese por sus calles a esta hora en que la ciudad duerme. Y si conocemos su historia, sus ancianas costumbres, sus tradiciones, imaginaremos vivirlos, imaginaremos que todo ello no ha muerto, que la ciudad reposa y al despertarse mañana va a mostrarnos el mismo cuadro de siglos atrás.

Para todas estas ciudades venerables pedimos a la civilización un piadoso olvido. No hay esplendor comparable con su poesía legendaria. Para nada tiene que mezclarse allí el progreso. En los muros ruinosos de todas ellas grabaríamos nosotros este bando de un poeta: "En nombre de los poetas y los pintores, en nombre de los soñadores y los estudiosos, se prohibe a la civilización poner su mano destructora y prosaica en una sola de estas piedras."

Esta ciudad que languidece hoy entre las ruinas y los recuerdos de su grandeza pretérita, que apenas si tiene vida, con sus calles casi desiertas y a trechos salpicadas de musgo, por las cuales raramente se ven circular más que sacerdotes, beatas, labriegos y alguno que otro turista, seguido siempre, como una maldición, de un enjambre de rapaces y mendigos; esta ciudad apacible y monacal, cuya población de veintitantos mil habitantes casi no alcanza a la mitad del número de obreros que en la sola industria de sedería ocupaba en el siglo XVI, cuando la gran urbe toledana excedía de doscientos mil habitantes; esta ciudad callada y pacífica, fué en lo antiguo ruidosa y turbulenta como ninguna; sus calles han presenciado rebeliones sin cuento, matanzas formidables de cristianos, de judíos, de árabes; por ellas han paseado sus rivalidades y odios príncipes y prelados, y han visto levantarse al pueblo contra los nobles o la iglesia, a los nobles contra los reyes, y a unos bandos contra los otros; allí las luchas de familia, los Laras contra los Castros, los Silvas contra los Ayalas, con tanto encono y perfidia como los Capuletos y Montescos en Verona. De allí salió, cuando Toledo era el riñón de España, el movimiento de los Comuneros en defensa de los derechos de la nación frente a las exacciones causadas por la política exterior del César.

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Las ruinas de esta ciudad nos recuerdan que estamos en el hogar, en la casa solariega, de las más esclarecidas familias españolas. Vense allí, subsistentes unos, en ruinas otros, los palacios de Trastamara, de Villena, de los Vargas, de los Albas, etc., el solar donde estuvo el palacio del rey don Pedro, del que sólo queda por toda memoria una inscripción arábiga que dice: *Externa prosperidad y perpetua gloria al señor de este edificio,* en la plazuela de Santa Isabel; y el solar que ocupaba la casa de Juan de Padilla, derribada por orden del emperador, y arado y sembrado de sal. Allí se ven palacios tornados en almacenes, en talleres o en casas de vecindad; otros que son habitación de labriegos, como el palacio de Galiana. Y entre los edificios mejor conservados y que mayor interés pueden tener para quienes hagan una peregrinación a Toledo, figura la casa de El Greco, convertida hoy en museo de sus obras.

Los cuadros de este peregrino maestro, que nuestra crítica contemporánea está sacando de la injusta preterición que durante siglos padeciera, están en Toledo en su propio ambiente. En ninguna parte lucen tanto los cuadros llenos de austeridad y vigor de este gran maestro de pintores como en Toledo. Su ascetismo aristocrático, su espiritualidad y gravedad se comprenden mejor en aquella atmósfera de templos, monasterios y palacios señoriales. Es allí, mejor que en parte alguna, donde se percibe la justeza de sus tonos fríos, que son los mismos del paisaje y del cielo toledano, y que sus coetáneos, acostumbrados a los colores cálidos, no apreciaron con la debida justicia. Aunque nacido en lejanas tierras, luz y gloria de Toledo es El Greco. Pintó las cosas más admirables, y también las más desdichadas, y conforme lo retrata con frase exacta Pacheco, "lo que él hizo bien, nadie lo hizo mejor, y lo que hizo mal, nadie lo hizo peor." Fué desde luego un genio archiespañol y genuinamente toledano.

M. Romera-Navarro

University of Pennsylvania

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SIX WEEKS IN MADRID

When I left New York, bound for Cádiz on the gallant little Steamer Escolano, my mind was firmly made up not to do either one of two things: not to dignify a bull-fight by my presence, not to improve my mind by taking the Course for Foreigners in Madrid, or any other work which necessitated opening a book. Rather would I grow up an ignoramus than attempt to drive my jaded brain and weary eyes to conquest of more mere book-knowledge. The summer of 1920 was to be devoted to rest and amusement. The amusement materialized, but not the rest, except that pleasant intercourse with one's fellows carries with it a mental relaxation at times equivalent to physical rest.

I did witness a bull-fight. I did take the very courses which I had been dodging ever since the first placard announcing them was posted in Philosophy Hall, Columbia University.

I am not sorry that I broke both resolutions. I feel that I have graduated from the bull-ring, that my education in that respect is complete, because my power of assimilation will not permit me to pursue the study further, even though I remain forever among the *suspensos*.

I hope sometime to take the work in Madrid again, not the summer, but the autumn course, which is considerably longer. I left at the end of six weeks with a feeling of incompleteness. I had had just enough to make me want to do more—at some future date.

The most inspiring part of the work to me was the course in phonetics. I am not an enthusiast on phonetics as a general rule. What Señor Navarro Tomás gave us in his daily lectures was not scientific exposition of the subject, but practical talks on Castilian sounds applied to the needs of English-speaking students. I felt that I had never before known anything about proper pronunciation of Spanish. While I did not succeed in correcting all my errors—*ni mucho menos*—I at least learned to detect them often in the speech of others and sometimes in my own!

I was sorry when that part of the work came to an end, as it did after four weeks. I felt as if I had been taken to the top of a mountain and let down again before I had had an opportunity to gaze on the view below.

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The same thing might be said of the other subjects. There was a complete change after four weeks, and a different course of lectures of two weeks' duration was begun. This system permits great flexibility in the date of matriculation and makes it possible to give lectures on a great variety of subjects; the first four weeks, grammar, literature up to the present century, commercial correspondence, phonetics; the last two weeks, history, geography, art, modern literature.

Of course, in so brief a time, it was impossible to give more than the merest outline of any of these subjects. Even so, the students who had had no opportunity for such study at home must have gotten a very valuable general idea of Spanish life and literature.

I regretted that lectures on all these subjects could not have been given daily during the entire six weeks, and the student allowed to elect those which he most wanted. It seems to me more likely that such a change will be made when the attendance grows large enough to permit it. The present defect, if one may call it such, is a defect of youth. Obviously, with fifty or sixty students and a moderate tuition fee of one hundred pesetas, it would be impossible to offer seven or eight elective courses.

So much was done for us, there was such an earnest spirit of progress and helpfulness pervading the atmosphere, that I hesitate to speak of defects and deplore the lack of a more euphemistic word. I am sure that a Spaniard would find a much more graceful way of saying it.

Another regrettable detail was the difficulty of properly grading the classes. This was not entirely due to the small number of students, but rather to the great reluctance on the part of a C or D section to be labeled at all. Every time such a classification was attempted a howl of protest arose from all sections save the *adelantados*, with the result that after Fulano, Mengano, and Zutano had been placated, not much was left of the original lines of division. I remember one class in which college professors who were specializing in phonetics, worked side by side with a youth who pronounced *mucho* like the two English words, "much-oh"! This, as I say, was not the fault of the administration, rather its misfortune.

Outside the phonetics course, I was personally much interested in commercial correspondence. We were a small group, but a very enthusiastic one. We sincerely lamented our small size, which resulted in a discontinuation of the course. This was the only class

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for which we were required to make daily preparation. We did it with hearty good will, and I shall not forget our consternation when we found that we had to miss one lesson because the instructor was an *Interventor de la Lotería* and had to absent himself for a *saqueo*.

I am emphasizing, perhaps too much, the especial lines of work which appealed to me. I should not fail to state that the lectures on literature, grammar, art, and history were attended by large and enthusiastic groups of students from all parts of our own United States, England, France, and Japan.

Another feature of the work was *Lecturas de Textos* twice a week, *Clases Prácticas de Fonética* three times a week. I noticed that they were cut more frequently than the other courses, quite likely because at least a part of the time they took place at seven o'clock in the evening. It seems as if one should say "seven o'clock in the afternoon." We had classes from nine o'clock until eleven in the morning, and from six until eight in the afternoon, dinner at nine o'clock. Life seemed a perpetual afternoon.

It was just growing dark at seven o'clock of a beautiful August day, and the Paseo de la Castellana drew our all too willing footsteps away from the class-room door out into the open. The Paseo de la Castellana is Madrid's most fashionable thoroughfare. In the winter it is thronged with luxurious motors and pleasure-seeking pedestrians. In July and August it was so quiet and peaceful that it might have been the main street of one of our own country cities—but a very beautiful main street, with its spreading trees and broad boulevard.

An occasional ox-team or donkey-cart reminded us that we actually were in Spain, and if we wanted to make assurance doubly sure, we sat down at one of the tables which line the wide sidewalk and sipped an *horchata* or a *leche merengada* as we watched the electric tramways go by, always on what seemed the wrong side of the street. I never did decide whether it was expedient to turn to the right or to the left. Whichever way I decided, I always seemed to be playing at cross-purposes with the crowd.

A more secluded spot than the Paseo de la Castellana beckoned invitingly to us about afternoon-tea time. There is a *vaquería* on the corner of the Paseo de la Castellana and la Calle Rafael Calvo, only a block from the university, where one may imbibe hot or cold drinks and knowledge of Spanish at the same time.

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I remember how strange the bill of fare looked to me at first. I ordered everything on it—not at one sitting, to be sure—and finally settled on tea and *mojicón.* I confess that on occasions I ate two whole *mojicones.* I learned to eat thick Spanish chocolate and clean the cup with a remnant of *bizcocho* as neatly and completely as if I had been to the manner born. I learned the custom of clapping my hands to attract the attention of the dilatory waiter. Waiters are always dilatory in Spain, and quite properly so. In Spain one goes to the café to stay for a time to chat with one's friends and while away the time, not, as in America, to swallow a hasty draught and be gone.

I have fond recollections of a small group of congenial souls who, not content with a short half hour passed in the *vaquería* just before the six o'clock lecture, used to betake themselves after the morning classes to a certain restaurant in la Calle San Jerónimo, known as Viena. There we ate American ice cream called *helado Reina Victoria* or *Crema Real.* It was about as difficult to decide between the merits of the two as it was to determine whether or no one really should go to a bull-fight just once. Most of us did go—just once.

I seem to be over-emphasizing the culinary side of life. Not so. The agreeable society, the company of good fellows that we were sure to find, was the greatest attraction which made our daily ice cream, *mojicón,* tea, and *bizcochos* indispensable.

I have felt many times since I returned that the pleasant associations which we formed, the friendships that we made among the Spanish people and among our own countrymen, were worth the cost of the trip, both in money and in effort.

Financially, the summer cost less than I had anticipated. In effort, I expended a very great deal. There was so much to be learned, so much to be seen, so little time to do it all. I was loath to miss a single lecture. I wanted to chat all day with some of the Spanish girls whom I met in the *residencia.* I wanted to explore the shops, visit the museums, *¿qué sé yo?* And there were but six short weeks in which to do it all!

I had to omit some of the excursions, to my sincere regret. Those that I did take were a source of very great pleasure; viewed in retrospect, I might almost say unalloyed pleasure, for the inconveniences and petty annoyances of travel become a valuable asset to the memory, and there is a kind of melancholy joy in repeating the

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tale of how one walked miles and miles up hill, over sandy waste, in the burning sun, at what an ungodly hour one had to rise to get the only morning train, to say nothing about the ungodly hour that one arrived home, perhaps the next morning, for trains in Spain seem as prodigal of time as the people themselves.

I have in mind one never-to-be-forgotten trip to Segovia. A youth who had taken a *billete de estribo* was careless enough to fall off the train. All the native passengers had to get out and find out the particulars, not out of idle curiosity, it seemed to me, but rather in a spirit of friendly interest.

Our train arrived at last at the Estación del Mediodía, over two hours late. We were foot-weary and brain-weary. Worse than that, we were hungry. There was nothing to be had in the station, no restaurant within sight of the hotel.

We clambered into a waiting omnibus, one too many for its seating capacity, so the most agile one among us stepped out through the front window, seated herself on an unoccupied edge of the driver's seat, and we rattled off up the street in search of a hospitable café, which we found on the Calle Alcalá. We consumed countless beefsteak sandwiches and ice creams, then hailed the last car and started on the final lap of our journey home, only to find when we got there that our kindly hostesses had not only sat up to wait for us, but had prepared a good meal against the time of our coming.

I never ceased to admire the spirit of sympathetic interest and true altruism displayed by the natives with whom we came in contact. On this particular week-end trip to Segovia, we were accompanied for two entire days by a doctor and a lawyer of the town, friends of the promoters of the excursion, whose efforts in our behalf were tireless. I shall not soon forget them. They personally conducted us up hill and down dale, they patiently answered our questions and waited for our lagging feet. One of them even came into an open-air café where a friend and I were fortifying ourselves for the next day's trip to la Granja, at the same time trying to forget the weariness of the moment, and unobtrusively paid the waiter our bill!

Lack of time and space forbid me to tell more. I might describe the Friday night parties in the *Residencia para Muchachos*, familiarly known as *la de arriba*, so named from its lofty site, the trips to

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the museum under the dictation of the lecturers on art, the thousand and one things that contributed to make a delightful summer of work, play, travel, study, comradeship.

I want to emphasize this last. To me the most wonderful part of it all was the spirit of comradeship and mutual helpfulness. It existed between teacher and pupil, as well as between members of the student body.

I remember one evening a little group of women arrived breathless at *la de arriba*, after climbing the countless steps that lead up to it. One of our number approached the host and said, *"Buenos noches, señor. ¿Como está Vd.?"* The dignified professor replied: "That is a French form of salutation. The usual manner here is to say '¿Qué tal?'" "But," objected the guest, "isn't that too familiar from a pupil to a teacher?" "There are no teachers here," was the reply; "we are all students together."

MEDORA LOOMIS RAY

WASHINGTON IRVING HIGH SCHOOL
NEW YORK

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SPANISH-AMERICAN POETS OF TODAY AND YESTERDAY

II. José Santos Chocano, *el Poeta de América*

In the contemporary literature of Spanish America, as well as in that of the United States, the tendency toward Americanization is quite apparent. There are literary critics who claim that the "American Spirit" has already differentiated for more than a century the literatures produced on this side of the Atlantic from those of the mother countries; other critics, equally authoritative, believe that the various American literatures have been so dominated by European traditions that if they are to be treated separately from those of England, Spain, and Portugal, it is because of convenience rather than because of any essential differences. Whether we accept either extreme opinion or whether we take the middle ground, it will be readily admitted that during the greater part of the nineteenth century the political independence of the American Republics was not accompanied by a corresponding independence in literature. The intense desire, then, that we find in the "New Poets" of this country and in "Los Nuevos" of Spanish America to produce literature that is manifestly American serves as a bond of union among the most vigorous contemporary poets of the New World.

One result of the new movement in literature in this country has been to bring into prominence the most notable exception to the literary dependence of our men of letters upon English traditions; Walt Whitman, generally considered in other countries as the most complete representative in literature of the United States in its period of most rapid development, is rapidly gaining similar recognition among his own countrymen. "He epitomized his people so perfectly that he could make no impression upon them" is the explanation given by a recent biographer for his failure to gain the attention of the democratic masses for whom he wrote (Basil de Sélincourt, *Walt Whitman*, page 241). For the reason, then, that he did epitomize so completely his own people, for the reason that he saw so clearly and intensely the realities of life about him and gave expression to his observations and individual experiences in vigorous, rhythmic lines, unfettered by traditional rules, he is the

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recognized master of the "New Poets." He was the inspired bard of Americanism, the self-conscious and self-avowed maker of "autochthonous song."

The poet who stands in similar relationship to "Los Nuevos" of Spanish America, the poet often referred to as "El Poeta de América," is José Santos Chocano of Perú, who became the acknowledged leader of the new movement with the publication of *Alma América* in 1906. Because of this similarity of relationship, because he has so often been called the Walt Whitman of South America and because he has himself challenged comparison with the great democratic bard of the North in the line "Walt Whitman tiene el norte; pero yo tengo el sur," there is evidently a sufficient basis of resemblance to justify a comparison of the two poets, in spite of certain essential differences.

BIOGRAPHICAL NOTE

The literary career of José S. Chocano may be divided for the sake of convenience into three periods. The first period, from about 1893 to 1900, is represented by several collections of short poems and three poems of considerable length. The first collection, *Iras Santas,* published in 1895 in red ink, was composed mainly of poems expressing the hot indignation of a young man not yet twenty years old at the sight of social injustice, and the intense hatred that he felt for the tyrannical dictator who had rewarded his precocious political adventures with imprisonment. In the same year appeared *En la Aldea,* a collection of poems very different from those of *Iras Santas.* Printed in blue ink, indicative of youthful love and joy of living in a rural environment, they expressed a peace and serenity of mind, a lyrical tenderness, rarely found elsewhere in his poetry. *Azahares,* 1896, was followed by three long poems, *La Epopeya del Morro, El Canto del Siglo,* and *El Derrumbe.* The best of these is *La Epopeya del Morro,* inspired by the glorious defence of El Morro and the heroic death of Bolognesi in the war with Chile. These poems of his first period fill a volume of about five hundred pages, *Poesías Completas.* In this volume (3d ed. Barcelona, 1910) is to be found a short, illuminating prologue by the recently deceased Peruvian critic and essayist, Manuel González Prada, who ends his study of the poet in the first stage of his development with the authoritative statement: "Chocano merece llamarse el Poeta Nacional del Perú."

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The second period is marked by the publication in 1906 of *Alma América*, the volume of poems that carried the name of the poet far beyond the boundaries of his own country and changed his title from "El Poeta Nacional del Perú" to "El Poeta de América." To the same period belong three publications of less importance: *Los Conquistadores*, 1906, a vigorous dramatization of an incident in the conquest of Perú; *¡Fiat Lux!*, 1908, containing several poems of his first period, revised and condensed, and a considerable number of new ones; *El Dorado, epopeya salvaje*, Santiago de Cuba, 1908.

The third period is one of much promise but little fulfillment. From time to time a poem from his pen has appeared in periodicals in various parts of the world, but the volumes, *Romancero de Indias*, *Arte Vida*, long announced and eagerly awaited by the enthusiastic admirers that *Alma América* gained for him everywhere, are apparently still in preparation.

THE AMERICANISM OF WHITMAN AND CHOCANO

"I have wished to put the complete Union of the States in my songs without any preference or partiality whatever," wrote Whitman, near the end of his life, in *A Backward Glance*, and that he succeeded in doing so is generally admitted. Intensely interested in the surging life of the democratic masses, mingling joyously with all classes of people, fully capable of understanding their motives and actions because of his all-embracing fraternal spirit, viewing in his leisurely way the cosmopolitan and bustling life of the Eastern cities or wandering in vagabond fashion through the rapidly developing states of the Mississippi Valley and of the West, he was enabled to put into his poems the strenuous, multifarious, democratic life of his country. The inspired singer of great achievement, of strong personalities and heroic action, he found abundant material for his epic inspiration in the ideal democracy that he saw in the process of realization. His heroes were not the dominant leaders that epic poets were wont to glorify; they were the laborers, artisans, farmers, woodsmen, "powerful, uneducated persons," capable of wonderful achievement when working "en masse." The majority of his poems may be looked upon as the fragmentary parts of the great epic poem of democracy, of which the "divine, average man" is the hero and of which he is the self-avowed and complete representative.

Chocano, equally enthusiastic in his admiration for energetic

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action, celebrates such achievements of the present age as the Panamá Canal in the poems *En el Canal, El Istmo de Panamá, La Epopeya del Pacífico.* He admires the material progress of the great Northern Republic and urges Spanish America, if it wishes to retain its independence, to imitate the Anglo-Americans and rival them in economic power: "la América debe, ya que aspira a ser libre, imitarles primero e igualarles después" (*La Epopeya del Pacífico*). In *Ciudad Moderna* he glorifies Buenos Aires as the concrete example of great industrial and artistic achievement; Buenos Aires, "la madre ya en cinta de la Raza Futura." A train, passing over the Andes and invading the lofty domain of the condor, typifies for him resistless human endeavor. Niagara Falls, whose beauty and majesty have inspired many poets, humbly applies its gigantic strength to the turning of the wheels of industry (*Las Cataratas del Niágara*). He urges his fellow Spanish-Americans to recognize the dignity of labor, "que el trabajo no es culpa de un Edén perdido, sino el único medio de llegarlo a gozar" (*La Epopeya del Pacífico*): that work, energy, and idealism are the essential characteristics of the best type of man, the man who has

> tres estrellas en el alma:
> el trabajo, la energía y el ensueño;
> el trabajo que da fuerzas, la energía que da audacias
> y el ensueño que da glorias.. (*La Elegía del Órgano*)

Whitman found in the surging life of his own time and country abundant material for epic treatment; there was for him neither the need nor the inclination to turn to history or tradition for heroic personages or great achievements to glorify. Through extensive reading he familiarized himself with the past, and it was his belief that the modern democratic individual was indissolubly linked with the whole universe, past and present, was the result of many forces working in coöperation; that the present can be understood only in its relations to the past, "for what is the present after all but a growth out of the past?" (*Passage to India*). In his admiration for strong personalities he was tempted at times to celebrate the strong men of the past, but true to his democratic principles and finding abundant material in the life about him, he gladly returned to the present. His usual attitude is that expressed in such declarations as "Now on this spot I stand with my robust soul," or, "I stand in my place with my own day here." Chocano, growing to manhood in the

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prosaic age that followed the ebbing enthusiasm of the mid-century democracies and in a country in which the political life has not been notable for broad statesmanship, has not found in contemporary life sufficient material for epic inspiration. He turned naturally to a more heroic past, and has been more and more reluctant to come back to the present. Thus the heroic figures of the discovery and conquest of the New World are celebrated by him with unsurpassed enthusiasm and vigor; the *conquistadores*, Cortés, Pizarro, Valdivia, Jiménez de Quesada, Alvarado, and many others, mingle with epic splendor in the pages of *Alma América* with the scarcely less heroic representatives of the indigenous races, Caupolicán, Cuauhtemoc, Ollantá, Lautaro, dominant personalities that could find no place in a modern democracy. So greatly does he admire these heroes of the past that again and again he claims identity with them; in himself are epitomized all their heroic qualities. In *Ayatar* he arrogantly claims to be the reincarnation of an Inca emperor, a conquistador, a viceroy, and is now, greater than all, the poet with his divine mission. In *Blasón* he makes boast of a pretended dual lineage, Inca and Spanish:

> y las dos castas fundo con épico fragor.
> La sangre es española e incaico es el latido;
> ¡y de no ser Poeta, quizás yo hubiese sido
> un blanco Adventurero o un indio Emperador!

He is the poet of the indigenous races, "el cantor de América autóctono y salvaje"; he is "el alma primitiva de los Andes y las selvas." He is the poet of the Spanish conquest and colonies:

> Los Virreyes, los Incas y los Conquistadores
> renuevan los alardes de sus tiempos mejores
> al par dentro mis venas y dentro mi canción.

He is the poet of modern democratic America (*Ciudad Moderna*, *Crisol*). He is the poet of America, past and present, animate and inanimate, "cuando le dan las selvas virgenes sus arpegios" (*Simbolo*).

DEMOCRACY

Chocano's glorification of the heroic figures of the Spanish conquest and colonization is indicative of an essential difference between the two poets, so essential that it deprives the title sometimes given to Chocano, the Walt Whitman of South America, of much of its

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significance. The main source of Whitman's inspiration was democracy as he saw it in the process of realization in the United States, and democracy meant for him liberty, fraternity and equality. His passionate belief in all three principles is everywhere apparent in his poetry.

These same democratic principles made a strong appeal to Chocano in his youth. One of the longest and best poems in *Iras Santas*, 1895, insists upon equality as emphatically as the most ardent advocate of mid-century democracy could wish:

> ¡Oh, la igualdad! Hermanos, ¿no habéis visto
> al sol vertiendo rayos sobre todos? . . .
> Sin igualdad no hay luz. ¿De qué ha servido
> que le hayan dado al pájaro derecho
> a construir en cualquier campo un nido,
> si el hombre con sus siervos y sus reyes,
> no obedece al impulso de su pecho
> sino al mandato de infernales leyes?
> ¡El todo para el todo! El mundo todo
> es de la Humanidad; y ella, en conjunto,
> sola, a sí misma, gobernarse debe:
> que obedezca a un impulso y no a un tormento . . .
> ¡La hoja que cae y la hoja que se mueve
> no obedece a otra hoja, sino al viento!
>
> (*El Sermón de la Montaña*)

Many other poems of the same collection might be cited to show his love of equality and fraternity, his hatred of tyranny; and it is not until we come upon the group of poems entitled *En la Mazmorra* and bearing the date and place of composition, Callao, Aljibes y Casamatas, 1894, that we begin to suspect that it was not wholly fraternal interest in oppressed humanity that aroused his hatred of tyrants, that at least part of his indignation was due to his personal hatred of the military dictator who had imprisoned him because of his political opposition. This suspicion grows to certainty as we follow the career of the poet. As soon as the military dictator gave way to a civilian president, and Chocano, along with other political prisoners, was freed from prison, the words so often repeated in *Iras Santas*, "libertad, igualdad, fraternidad," seemed to lose much of their attraction; democracy of the Whitmanesque variety ceased to be a source of inspiration. Twelve years later he was apparently ashamed of his early socialistic and revolutionary poems. In the volume published in 1906, *Alma América*, appeared the author's

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note: "Ténganse por no escritos cuantos libros de poesías aparecieron antes con mi nombre," and two years later, in selecting and revising his early poems for the volume entitled *¡Fiat Lux!*, he was careful to exclude those most imbued with the ideas of fraternity and equality.

That Chocano should have lost interest in the kind of democracy that was so insistent upon equality is not surprising; it would have been more surprising had he retained it in opposition to the reactionary spirit of his time. The inevitable result of equality as understood by the mid-century idealists was the glorification of the mediocre, a tendency that, if given free play, would make progress in civilization impossible. Even Whitman, the exultantly optimistic advocate of equality in his poetry, expressed in prose the danger to which it led: "Democracy has been so retarded and jeopardized by powerful personalities, that its first instincts are fain to clip, conform, bring in stragglers, and reduce everything to a dead level" (*A Backward Glance*). The two essential principles of democracy today are liberty and fraternity; these two take sufficient care of equality, which has come to mean nothing more than equality of opportunity.

More serious than the neglect of equality in all except his early poems is the lack in Chocano of genuine fraternity. In spite of his early poems celebrating the brotherhood of man, and in spite of his recent activities in Mexico in behalf of the socially and economically oppressed, he does not possess the fraternal spirit; he is naturally aristocratic and naturally claims kinship with the leaders of men in all ages. Like many other social reformers he is deeply interested in the welfare of the masses collectively; with respect to its individual members it would be impossible for him to say as Whitman did in *Song of Myself:*

> I am enamour'd of growing out-doors,
> Of men that live among cattle or taste of the ocean or woods.
> Of the builders and steerers of ships and the wielders of axes
> and mauls, and the drivers of horses,
> I can eat and sleep with them week in and week out.

Whitman's willingness to identify himself with the "common, average man," his all-embracing fraternalism, finds no parallel in Chocano's writings. In *Alma América* are scores of poems inspired by his admiration for the strong men of past ages, not only the *con-*

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quistadores whose heroic deeds might well excuse his admiration, but also the viceroys, the representatives in Perú of the despotic government of Spain. The poet who could find inspiration in the tinsel brilliance of the vice-regal court of Lima and in the amorous adventures of the viceroys could hardly be said to possess the fraternal spirit. In certain moods he yearns for the more heroic ages "cuando florecían tantos despotismos, duros aunque nobles, malos aunque bellos" (*Añoranza*), and would gladly return to them: "¡Quién volviese a esos siglos del valor y el donaire! ¡Quién viviese la vida de ese tiempo que fué!" At times the prosiness of the democratic present arouses his scorn:

> En el viejo palacio donde finos Virreyes
> dan su brazo a las damas y su pecho al amor,
> de improviso se imponen democráticas leyes
> como un pie de elefante que aplastara una flor.
>
> (*El Palacio de los Virreyes*)

This does not indicate his normal attitude toward the present, and is due somewhat to his romantic impulses; but the mere fact that he is capable of expressing himself thus at any time makes it difficult to consider him a poet of democracy.

With regard to liberty, the third element of Whitman's democracy, Chocano has shown himself a more consistent advocate in his poetry as well as in his political and social activities. As a young man he suffered imprisonment in his own country in the cause of liberty; several years later he fought in Mexico under General Villa against the military dictatorship of General Huerta. In eloquent speeches and pamphlets he analyzed the causes of the revolution, prescribed education and economic independence for the regeneration of the masses, and even formulated a system of democratic laws as the basis for a reconstructed government. As a poet, he is drawn irresistibly to the dominant personalities of past ages; as a man living in the democratic world of today, he is in sympathy with democratic government.

Chocano, although often discontented with the present, is optimistic as regards the future of democracy. His optimism is less exultant than that of Whitman, the poet of democracy in its period of most vigorous growth, the poet who never wearied of singing of the glories of "These States" for which he announced "splendors and majesties to make all the previous politics of the earth insignifi-

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cant." Though less given to the definite expression of his optimism, Chocano shows no less faith in the great destiny of his race in its New World environment. Looking far into the future (*Canto del Porvenir*), he sees a new world that will combine the virility of the Adam of the North and the culture of the Eve of the South, whose watchword will be Liberty and whose center will be the Amazon valley:

joven, libre y fecundo
el País de Amazonas será el Centro del Mundo.

LOCAL COLOR

With regard to their treatment of nature there is a notable difference in the methods of the two poets. Both give evident proof of deep interest in the external world, with its physical features, its fauna and flora, but with Whitman everything is so subordinated to his passionate interest in humanity, that external nature is seldom permitted to occupy the foreground. He makes frequent mention of the fauna and flora, the physical features and geographical names of North America, but he does not attempt to present them in definite pictures; they are introduced merely in their relations to himself and humanity. The abundant local color in his poetry is gained, not through elaborate description, but through the power of suggestion: even the mere names of things and places are so charged with the poet's emotions that they produce the effect of local color without the accompaniment of description. In some of his poems Chocano uses this method of suggestion, but in general his treatment of nature is very different. There is nothing in Whitman to correspond to the nature poems of Chocano, sonnets for the most part, in each of which he puts before us, with clearness of vision and imaginative power, a carefully elaborated and complete picture of some object in external nature or some aspect of it. A list of the titles of such poems would resemble the table of contents of a book treating of the natural history and geography of South America: *Los Andes, Las selvas, La caoba, Las orquídeas, El sinsonte, La magnolia, La piña, El sueño del boa, La visión del cóndor,* to mention only a few of them. The pictures he gives us are not those of the photographer or scientist merely; they are the pictures of the inspired painter of nature, in whom the imagination reinforces the eyes. Human qualities are often attributed to the various objects

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of external nature, but not, it should be noted, in the manner of the Romantic poets. In Chocano's nature poems the external world is given an existence independent of humanity, is presented in a scientific, objective way; it is vivified by the frequent use of poetic imagery drawn from human experience. In his pictures of South American flora, fauna, and physical features, we see nature through the eyes of the scientist and through the vivifying imagination of the poet.

EPIC LYRICISM

Because of the continual mingling in both poets of subjective and objective qualities, we find applied to them statements equally paradoxical. *Leaves of Grass,* it has been said, is the "epic of personality," by which is meant that Whitman is subjective, lyrical, in that his own personality is the chief source of his inspiration; he is objective, epic, in that he is merely the typical man, the "divine average" of democratic America. Similarly, Chocano, in the greater part of his poetry, has the objectivity of the epic poet, but so infused with feeling is the matter and so insistent is the ego, that it is difficult to say whether the lyric or epic element predominates.

This identity of each poet with his race, based upon the serene conviction that he epitomizes his race and that to him has been given the divine mission of expressing in poetry its ideals and aspirations, explains their continual self-laudation. When, for example, Whitman says "I am the acme of things accomplished, and the encloser of things to be" (*Song of Myself*), he is thinking of himself as the representative man in a democratic state. Similarly, when Chocano speaks of himself as "un personaje de Homero" or as "el poeta mismo de los Andes," or tells us that he is the incarnation of all the virtues of his race (*En el Museo del Prado, El Arco de Ulises, Blasón, Simbolo,* etc.), he is glorifying the Spanish race in America. Had either poet possessed the sense of humor, he would have avoided these and similar exaggerations; on the other hand, they would not have written the bardic strophes that make them what they are, the exultant, exuberant poets of the New World.

LITERARY INDEPENDENCE

On the purely formal side we find another characteristic of Americanism, the avowed determination of both poets to break away from literary tradition. In theory they are both revolutionary in

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their declaration of independence of all the established rules of art; in practice, Whitman alone is wholly consistent and radical. Near the end of his life he said that the purpose of all his writings was "to articulate and faithfully express in literary or poetic form, and uncompromisingly, my own physical, emotional, moral, intellectual, and aesthetic personality" (*A Backward Glance*). This literary independence resulted in a complete break with all accepted theories of poetic art and gained for him the indifference of those for whom he primarily wrote, the masses that composed his ideal democracy. His poetry is essentially prose, heightened and intensified by poetic imagery and deep feeling; it is not poetry in the ordinary acceptation of the word, and scarcely anything could be said regarding his purely literary qualities that would not lend itself to controversy. In Chocano's poetry there is no such break with tradition, in spite of his many declarations of independence. In the sonnet *Troquel* he declares his unwillingness to drink from the Castalian fountain, wander through the groves of Parnassus, or do homage to the nine Muses; he will boldly follow his independent course. Continuing he says:

> Mi culto no es el culto de la pasada gente,
> ni me es bastante el vuelo solemne del Pegaso:
> los trópicos avivan la flama en que me abraso;
> y en mis oídos suena la voz de un continente.

Seeking a new source of inspiration, like a new Columbus he will boldly cross uncharted seas in his caravel of poesy and discover a new world of literature, indigenous Americanism. He declares that old literary theories are inadequate to meet the needs of American literature:

> que es el arte de América al de Europa
> lo que una cumbre al cuerpo de una estatua,
> lo que un abismo al hueco de una copa.
>
> (*Arte Sincero*)

He refuses to ally himself with any school of poets; he is a free lance with the device on his shield, "En el arte caben todas las escuelas como en un rayo de sol todos los colores."

In theory, then, Chocano is unwilling to submit to any restrictions; in practice, he seems satisfied with the metrical freedom gained by the *Modernistas* and offers in his poetry examples of all kinds of versification made popular by them. In spite of some irregularities, due apparently to negligence rather than design, and in spite of an

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attempt now and then at free verse (*Fragmento Liminar de una epopeya cíclica,* 1918), formal excellence of the traditional kind is characteristic of his best work. It is in the content of his poetry that we find the Americanism of Chocano.

If the essential qualities of the two poets have been correctly presented in the foregoing comparison, the evident conclusion is that the title sometimes given to Chocano, "the Walt Whitman of South America," can be accepted only with certain reservations. If it is taken to mean that Chocano is an essentially democratic poet, it conveys a wrong impression of one whose natural tendencies are aristocratic. If it is taken to mean that Chocano is the poet of strenuous endeavor and achievement, it has a basis of truth in a considerable part of his poetry. If it is taken to mean that Chocano is a literary anarchist, it misrepresents a poet whose formal excellence is noteworthy. If it is taken to mean that Chocano is the chief exponent of Americanism in the contemporary poetry of Spanish America, it will be acceptable to the many admirers of the Peruvian poet.

A more significant title, one sufficiently broad to give free play to his complex character and versatile inspiration and one that indicates the nature of his aspirations and achievements, is "El Poeta de América," the Poet of Spanish America. "Es *whitmaniano* este aliento inmenso, este deseo de cantar cuanto nace a la vida en la América libre" (V. García Calderón, *La Literatura peruana,* Revue Hispanique, Vol. 31). His inspiration is more than Whitmanesque in its range. Whereas Whitman's purpose was to put all the democratic, contemporary life of the United States into his poetry, Chocano has attempted to interpret poetically Spanish-American life in all its phases, past and present, its history and traditions, Spanish and indigenous, as well as its *milieu,* the physical features, the fauna and flora of that large part of the New World that received its civilization from Spain. This he has aspired to do; and until another poet has produced a volume of poetry surpassing *Alma América* in poetic qualities and in Americanism, Chocano will continue to be known as "El Poeta de América."

GEORGE W. UMPHREY

UNIVERSITY OF WASHINGTON

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THE VALUE AND FUTURE OF SPANISH

The following correspondence has such general interest that the members of the Association will enjoy the privilege of reading it.

WILLIAMS COLLEGE, *Williamstown, Mass., October 6, 1920.*

LAWRENCE A. WILKINS, Esq., *Board of Education, New York City.*

MY DEAR SIR: Williams College is trying to get some information as to the quality of the teaching of Spanish in the secondary schools which prepare for college, both public and private, and is desirous of having such information as you may be able to give us by brief answers to the following questions:

1. Where have the teachers of Spanish generally received their preparation to teach Spanish?

2. Do you think that for entrance to college two or three years of Spanish as now taught in the secondary schools is a reasonable substitute for two or three years respectively of French or German?

3. Do you think that interest in the study of Spanish is likely to remain permanent?

Very truly yours, ROBERT L. TAYLOR

New York City, October 14, 1920.

PROF. ROBERT L. TAYLOR, *Williamstown, Mass.*

MY DEAR PROFESSOR TAYLOR: I have your circular letter of October 6, and I desire to reply thereto in some detail. I shall consider the matter largely from our local point of view, though as President of the American Association of Teachers of Spanish I have considerable information about the situation in the country at large.

1. Our teachers of Spanish have been trained in the universities of New York and vicinity, in graduate and extension courses, in summer school sessions, in private study with the aids of tutors, and in considerable contact with the 200,000 Spanish-speaking people of the metropolis. Many of them had studied in Spanish-speaking countries before the war, especially in Spain and Porto Rico. This summer a good many of them studied and traveled in Spain, some in Porto Rico, others in Costa Rica.

There is at present a steadily growing development of advanced instruction in the Spanish language and literature in the universities of the country. These courses include not only courses in the language itself, but in methods of teaching, philology, and old, modern, and contemporary literature of Spain and Spanish America. There are nearly 100 graduate students in Spanish in Columbia University and some seven or eight of these are soon to be examined for the degree of Doctor of Philosophy.

These teachers have been able, most of them because of maturity, and especially because of their great enthusiasm, to prepare themselves well in the past three years to teach Spanish in secondary schools.

2. Two or three years of Spanish, as now taught in the secondary schools, is, indeed, not only a substitute, as you say, for two or three years of French

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or German, but is fully equal in every respect to the training, mental, linguistic, literary and cultural, that is to be secured from a study of French or German.

Spanish is a difficult language to teach or to acquire, but it is being taught and acquired in New York City with as great, if not greater, success than is French. There are nearly 400 teachers of French and Spanish in our high schools. I am out in their classes nearly every day. Beyond doubt Spanish is taught here with just as satisfactory results, at least, as is French; some high school principals will say with even more satisfactory results. Practically no German is taught at present, but it is expected that beginning February 1, 1921, beginning classes in German will again be instituted.

3. The interest in the study of Spanish is not only likely to remain permanent—it is likely to increase steadily. The people at large are demanding more and more (since the spring of 1913) that their young folks be given in the high school, "the college of the people," opportunities to study Spanish equal to those that have been traditionally provided in French and German.

The enclosed table of figures may be of interest to you.

Finally, Spanish is now accepted year for year on a par with other languages for admission to practically all colleges and universities, undergraduate course.

The comprehensive examinations of the College Entrance Examination Board make it possible for a candidate to present three years of Spanish. Spanish is accepted on a par with other languages for the Cornell State Scholarships; for graduation from the New York City high schools; and for the prize scholarships to undergraduates in Cornell University.

Only the most conservative institutes of the East are still backward in accepting Spanish for entrance. It is the chief foreign language presented for that purpose in some of the universities of the West.

Yours very truly, LAWRENCE A. WILKINS,
Director of Modern Languages in High Schools.

REGISTRATION IN VARIOUS LANGUAGES IN NEW YORK CITY HIGH SCHOOLS

	1918		1919		1920	
	February	October	March	October	March	October
French	17,543	19,065	20,920	19,993	20,336	19,084
German	12,956	6,816	3,287	969	532	60
Italian	56	63	66	65	125	144
Latin	16,478	13,686	15,234	14,218	14,845	14,522
Spanish	21,771	22,161	25,729	25,536	28,801	28,339

ENROLLMENT BY TERMS IN NEW YORK CITY HIGH SCHOOLS, OCTOBER 15, 1920

	1	2	3	4	5	6	7	8	Total
French	5,438	4,029	3,560	2,902	1,694	1,165	206	90	19,084
German	.....	.....	.....	.....	.....	24	11	25	60
Greek	48	31	39	29	19	2	.....	.....	168
Italian	72	36	13	12	6	5	.....	.....	144
Latin	4,564	3,083	2,502	1,841	1,162	954	290	126	14,522
Spanish	9,961	7,190	4,603	3,160	1,691	1,367	217	150	28,339

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A CENTER FOR SPANISH CULTURE IN THE UNITED STATES

I take pleasure in making known to the members of the American Association of Teachers of Spanish a plan which we in New York have under way for the establishment in the metropolis of a *Casa de las Españas,* to be a center for Spanish culture in this country. Probably the best way to explain the project is to give here the outline which was agreed upon in a tentative manner at an informal dinner and meeting held here the evening of October 26th. Twelve or fifteen representative educators and business men were the guests on this occasion of Professor Stephen P. Duggan, Director of the Institute of International Education (Carnegie Foundation). The accompanying outline will show what it is hoped can be done to carry to a successful conclusion the establishment in perpetuity of such a center as is therein described.

The New York Chapter of our Association is one of the strongest backers of the project. The local president, Mr. William A. Barlow, and a committee of eighteen members have taken an active and enthusiastic part in forming these plans and are prepared to promote them with all their strength when the proper time comes. It will be noted that it is proposed to have on the Board of Directors of the *Casa* a member of the Association resident in New York as our representative. Up to the present I have assumed that rôle. We believe here that this *Casa,* if properly endowed and established, may be made the unifying and directing force of a great many movements in the field of Hispanism in this country that at present lack organization and effectiveness.

The work of organization is costing the Association nothing and will cost it nothing in the future, nothing but the effort of coöperation and the giving of moral support. All members of the Association will be welcome to full use of the facilities of the house, either when they call in person when in New York, or when they seek its aid in any way by correspondence.

Suggestions from our members are sought by the writer. Help of our members is sought when we reach that critical stage of raising funds. We believe that most of those funds can be raised here in New York, but we shall also seek contributions from others who are able to give and who are known to be interested in things Span-

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ish. Possibly you know of some one in your community who might contribute. If so, will you not, when the time comes, endeavor to secure that person's aid? This is not merely a New York City affair; the benefits of such a house would be for the whole United States.

Please note two things very carefully: Spanish culture in its deepest meanings is to be emphasized, and the *Casa* is to be established chiefly by North Americans, with North American funds, and its activities will be for the benefit of North Americans. It will not be a house subsidized in any manner by any foreign government, nor its affairs controlled, in the last analysis, for the interest of anyone but North American citizens.

Allow us to count upon the moral support of each who may read these lines.

LAWRENCE A. WILKINS

LA CASA DE LAS ESPAÑAS

THE WORLD AND SPAIN

Isolated by mountains and seas, defeated, often despised and misrepresented, Spain has suffered a tragic fate. Her glorious achievements and splendid culture have, in recent times, been almost completely ignored by the world at large. In Europe the force of tradition has been sufficient to bar an unprejudiced view and a just estimate of Hispanic culture and civilization. America, on the other hand, is peculiarly well fitted and situated for the task of rescuing from neglect and giving back to the world for its betterment Spain's very great contribution to civilization. Our hemisphere was discovered by a navigator and ships sent by a Spanish queen. Two thirds of our country was explored by conquistadores under the Spanish flag. What the Spanish conquistadores achieved in the New World in the sixteenth century, one of the most remarkable chapters in human history, made the Americas of today possible. The great Hispanic lands to the south of us, republics all and all the offspring of one mother, Spain, are our neighbors, their citizens are our fellow-Americans. Our future and theirs are inextricably interwoven. Human progress, the progress of the Americas, makes absolutely indispensable an understanding on our part of the culture which they have inherited and the culture which they have developed.

THE HISPANIC MOVEMENT IN THE UNITED STATES

We are beginning to gain that understanding. The foundation is being laid by a nation-wide study of the Spanish language. Spanish is now being taught on a par with other languages in practically every college and university of the country. In many institutions it is the leading foreign language. In our secondary schools the number of students electing Spanish is enormous. More than 28,000 high-school students in New York City alone study Spanish. Distinguished Spanish scholars, teachers, and men of letters

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have found an enthusiastic welcome in our land. Interest in things Spanish is found on every hand, in the newspapers and periodicals, in the lecture halls, and in the theaters.

No propaganda has been made for Spanish. This growth of the past five years is the result of the increasing realization among our citizens of the worth of Spanish culture manifested in the art, literature, architecture, history, and music of Spain and Spanish America. It is true that interest has been stimulated by the lure of Spanish-American trade, and be it said in passing that the study of a language is based on exceedingly sound foundations when it rests upon a definite practical value of usefulness in international commerce. And the study of a foreign language for any purpose awakens unfailingly a certain sympathy for the people that speak it, and opens the way for a more thorough understanding and appreciation of that people. Interest in things Spanish is, however, far from being confined to the realm of trade, and an approach to Spanish-speaking peoples that is narrowed by purely utilitarian aims often singularly fails in effectiveness. Spanish-American business circles comprise in most cases men of the highest culture and breadth of view, men who expect in their intercourse of trade to find in the foreigner an understanding and appreciation that far outstrips selfish commercial ends.

The number is steadily increasing of those North Americans whose insight into Spanish history and culture is making them genuine interpreters of these things to their fellow-countrymen. The precursors of this class were men like Irving, Prescott, Ticknor, Longfellow, and Lowell. The work of such men of the past is being carried forward today by a large number of men of great ability.

TIMELINESS OF THE MOVEMENT

The sudden rise of interest in things Hispanic could not have come at a time more auspicious than the present. The virile Spanish genius is awakening to new achievement. The authors of Spanish literature of the Golden Age have worthy continuators in the Spanish novelists, cuentistas, poets, and dramatists of today—Benevante, recipient of the Nobel prize for literature for 1920; Martínez Sierra, the Countess Emilia Pardo Bazán, Pío Baroja, Juan Ramón Jiménez, and a score of others. The North American public has now in its list of Spanish writers at least two names which it remembers—Cervantes and Blasco Ibáñez. None can afford to overlook the work of Spanish artists such as Sorolla, Zuloaga, Pinazo, and Benlliure. Delightful surprises await the uninitiated in every aesthetic realm.

Work of the highest merit is found among Spanish-American writers. Rubén Darío, Amado Nervo, Blanco Fombona, Santos Chocano, José Enrique Rodó, and many others stimulate and justify the Spanish movement in the United States.

NEED OF AN ACTIVE CENTER FOR THIS MOVEMENT

This movement has found leaders and associations to promote its cause. The American Association of Teachers of Spanish is the most flourishing organization of its kind in our country, and possesses in HISPANIA an organ of exceptional interest and value. The Hispanic Society of America has done an unequaled and unsurpassable work with its library, museum, and

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the opportunities it offers and the encouragement it gives to Hispanists. The Institute of International Education has in its short existence done great things toward promoting closer relations between scholars of Spain and those of the United States. The Inter-American Division of the American Association for International Conciliation, and the Pan-American Society of the United States have promoted most effectively an understanding between the public men, educators and literary men of North and South America. The Pan-American Union has been the medium of official and semi-official rapprochement of American republics. The Inter-American High Commission has done similar work of great value.

But there are as yet many loose ends that need binding up, that need organization, especially in matters pertaining to the purely cultural side of things Spanish. If our country is to profit as it should from the wide-spread interest in Spanish, the movement above outlined needs a center from which may radiate inspiration, suggestive direction, organization, and to which may flow from various parts of the world the many trickling streams of information and opportunity which at present in many cases have no outlet or direction. A reservoir may thus be created from these accumulated resources, and from it power may be generated for the systematic vitalization and organization of a much-needed work.

THE CASA DE LAS ESPAÑAS

Such a center it is proposed to establish in New York City, the metropolis of the Americas. It would be a center for the highest ideals of Spanish culture. Emphasis would be placed upon the deeper meanings of that culture.

A *casa*, or house, would be provided, to be known as the *Casa de las Españas*, as headquarters or center for the following things:

1. The Spanish Bureau, which has already been functioning for a year. Students and professors from Spain and Spanish-America desiring exact, definite information about educational opportunities in the United States would, as in the past, receive through this Bureau help in their studies of and in the United States. Teachers and students of this country desiring similar information and help in regard to Spain and Spanish-America would, as in the past, receive therefrom the guidance they need. The past year fully 500 teachers of Spanish in this country corresponded with this Bureau. Its work for the coming year will be much enlarged and will need more than ever before the advantages that would be provided in and by this house.

2. Lectures by eminent Hispanists from abroad and from our own country. These lectures would have a purely cultural aspect.

3. Extension of these lectures to other universities, colleges, and centers.

4. Entertainment of eminent foreign Hispanists, who would make the house their headquarters and even their place of residence for short periods of time.

5. Meetings of clubs, especially of the Instituto de las Españas, the newly formed club for Spanish culture which at present has its center at Columbia University. This club embraces membership from all parts of New York City and vicinity.

6. Organization of the college Spanish clubs of the country into one large affiliation, with headquarters here.

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7. Social gatherings, *veladas* and *tertulias*, say once a month, of all interested in the work of the *casa;* speeches, illustrated talks, programs of Spanish music to be given. A sort of a replica on a small scale of the Ateneo of Madrid.

8. A library of slides illustrative of the life and customs, art, and architecture of Hispanic countries. These would be used in the *casa* with a projection machine to be secured, and lent to schools, colleges, and clubs.

9. A library of representative books on these same topics for the use of those interested. A library of books in Spanish and English on similar phases of the life of the United States. Representative Spanish and Spanish-American magazines and newspapers to be supplied. This sort of a library would not in any sense duplicate the other collections of books available in the city.

10. Encouragement of Spanish art by arranging for occasional exhibits of paintings.

11. Encouragement of the interchange of professors between the institutions of this country and those of Hispanic lands.

12. Encouragement of a similar exchange of students, especially in the colleges and universities.

13. Encouragement of the study of Spanish (and of Portuguese) in the schools and colleges of the United States.

14. Encouragement of the better preparation of teachers of Spanish.

15. Establishment of a bureau for international correspondence between students in high schools and colleges of this country and Hispanic nations.

16. Possibly the establishment of a monthly bulletin of the Casa.

WHAT IS NEEDED TO MAKE THIS CASA A REALITY?

1. A fund with which to purchase, furnish, and maintain such a house. It is estimated by those interested that a sum of one hundred thousand dollars would be necessary to buy, equip, and support by endowment such a house. Or the sum of fifty thousand dollars could be applied to the purchase and equipment of the house and funds sought by pledge each year for its maintenance.

2. The house should be located near some center of learning, preferably near Columbia University, the chief educational institution of this city. In order to secure perpetuity for the house it might be nominally donated to Columbia University, but governed by a Board of Directors to be composed of the following: the Director of the Institute of International Education; the delegate of the Ministry of Public Instruction of Spain; a Professor from the Department of Romance Languages of Columbia University; and a representative of the American Association of Teachers of Spanish, all resident in New York City.

3. The house should be furnished with typical and good Spanish furniture, including old pieces, if possible; also Spanish engravings and possibly tapestries. There should be a resident host or hostess, one who can speak Spanish Business offices for the management of the house and its activities should be installed. Two rooms should be furnished for the occasional lodging of guests; no kitchen facilities to be provided. A caretaker would be necessary; also a staff of one or two stenographers capable of handling either English or Spanish correspondence.

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4. As soon as funds are assured we shall seek from the Ministerio de Instrucción Pública of Spain, through the Ambassador of Spain in the United States, the donation of a library for the house; also certain prints and engravings that the Ministerio may have available. These things we may be able to secure through a Royal Order. In a somewhat similar manner contributions will be sought from Hispanic-American countries.

5. We shall not seek the donation of money from any foreign government, unless it be a small amount as evidence of approval and moral support. We prefer from abroad collections of books and similar contributions.

6. The whole plan centers in the idea of a house secured and maintained by funds contributed chiefly by North Americans, as a center for activities of the kind mentioned among North Americans, and controlled principally by them.

WAYS AND MEANS

1. A committee of prominent persons known for their international-mindedness and for their interest in things Spanish and Spanish-American shall be formed. In their hands shall be placed the matter of raising the funds needed. They would be aided by the proposed Board of Directors and by the members of the New York Chapter of the American Association of Teachers of Spanish, by the members of the Instituto de las Españas, and by such other persons as shall be willing to participate in the campaign.

2. A booklet of attractive appearance, incorporating material similar to the above, shall be printed and distributed among those persons whom we shall approach for funds.

3. A meeting shall be held at the home of some patron of the movement for the purpose of arousing interest and enthusiasm for the project, and for formulating further plans of action.

4. It is proposed that the following classes of patrons be established:

(*a*) Founders, with donations of $5,000 each;

(*b*) Benefactors, with donations of $2,500 each;

(*c*) Life Patrons, with donations of $1,000 each;

(*d*) Patrons, with donations of $500 each.

(*e*) Contributors, with donations of from $10 to $500.

Suitable certificates, signed by the Board of Directors, shall be issued to those contributing to the fund.

5. Those present at the meeting of October 27, 1920, shall receive copies of this plan of procedure and, after reading it, shall send to Professor Duggan as soon as possible, their suggestions for the improvement thereof. It is intended that the prominent persons who accept membership on the Campaign Committee shall be asked to sign the version of the plan that may be decided upon, after, of course, they have passed upon it, and that this material shall constitute the "campaign book" of all persons interested in carrying to a successful conclusion the project for a Casa de Las Españas, situated in the City of New York.

BOARD OF DIRECTORS

STEPHEN P. DUGGAN, *Director of the Institute of International Education.* JOHN L. GERIG, *Professor, Department of Romance Languages, Columbia University.* FEDERICO DE ONÍS, *Delegate of the Junta para Ampliación de Estudios, Ministerio de Instrucción Pública, of Spain.* LAWRENCE A. WILKINS, *Representative of the American Association of Teachers of Spanish.*

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THE FOURTH ANNUAL MEETING

The fourth annual meeting of the American Association of Teachers of Spanish will be held on December 30 and 31, 1920, in the Auditorium Hotel, Chicago, Illinois. The program of the several sessions, the proposed amendments to the Constitution, the nominations for officers for 1921, and other information relative to the meeting are given below.

PROGRAM

Morning Session, December 30, at 10:00

Presiding: Mr. Carl O. Sundstrom, Lake View High School. President of the Chicago Chapter of the Association.

Address of Welcome: Dr. Peter A. Mortensen, Superintendent of Schools, Chicago.

Address of Welcome: Mr. E. L. C. Morse, Principal of the Phil Sheridan School, Chicago.

Reply, and President's Address: Mr. Lawrence A. Wilkins, President of the American Association of Teachers of Spanish.

Presiding: **Mr. Wilkins.**

Address: The Bilingual-Biracial Problem of Our Border States, Professor John D. Fitz-Gerald, University of Illinois.

Address: Laboratory Work in the Teaching of Spanish, Miss Edith Cameron, Robert Waller High School, Chicago.

Adjournment for lunch.

Afternoon Session, Beginning at 2:30

Address: Where We Need Concerted Action in Spanish, Professor J. Warshaw, University of Nebraska.

Address: Standardization in the Teaching of Spanish, Professor W. S. Hendrix, Ohio State University.

Address: Spanish in the High Schools of the Mid-West, Miss Grace Eads Dalton, Central High School, Kansas City, Mo.

Address: Is the Teaching of Spanish a Man's Job? Mr. William A. Barlow, Curtis High School, New York City, President of the New York City Chapter of the Association.

Address: The Spanish Teacher's Responsibility, Professor Arthur L. Owen, University of Kansas, President of the Kansas Chapter of the Association.

Adjournment.

Morning Session, December 31, at 9:30

Address: Ramón de la Cruz's Debt to Molière, Dr. Arthur Hamilton, University of Illinois.

Address: Some Recent Educational Movements in Spain. Professor E. C. Hills, Indiana University.

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Address: My Heresies, Professor R. H. Gearhart, Louisiana State University.
Report of the Secretary-Treasurer: Dr. Alfred Coester, Leland Stanford Junior University.
Reports of Committees.
Unfinished Business.
New Business.
Election of Officers for 1921.
Installation of New Officers.
Adjournment.
Musical numbers will be inserted at intervals in the above program.

It is urgently requested that all members who can possibly attend these meetings do so. Members will be able to find accommodations in the Auditorium Hotel. It is greatly to be hoped that every Chapter of the Association may be represented by a delegate. This will be the most important Annual Meeting that we have had in our history. Let each Chapter endeavor to raise funds with which to send at least one delegate.

The Executive Council will meet at 9:00 a. m., December 30, at the Auditorium Hotel. Room to be announced later.

Headquarters for this meeting will be at the Auditorium Hotel, the management of which is allowing us the use gratis of an assembly room. In return for this courtesy let as many as can stop at this hotel during the time they are in Chicago for the meeting. Special rates for members are as follows: Room for one, without bath, $2.50 and $3 per day; room for two, without bath, $4 and $6 per day; room for one, with private bath, $4 and $6, room for two, with private bath, $6 and $7 per day.

The Central Section of the Modern Language Association of America will be in session at the Congress Hotel, December 28, 29 and 30. It will thus be easily possible for those interested to attend the meetings of both Associations.

The evening of December 30 an informal dinner and *tertulia* will be arranged. One of the great benefits of our Annual Meetings is the opportunity afforded for getting together informally and discussing things we hold in common. There is no better occasion for this than that provided by an informal dinner and evening together.

All who are interested are urgently requested to be present at the business meeting with which the Meeting of 1921 begins, as matters are to be acted upon

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PROPOSED CHANGES IN CONSTITUTION

According to Article XII of the Constitution of the American Association of Teachers of Spanish, written notice has been presented to the Secretary Treasurer of the following amendments to the Constitution, and in accordance with said article is here published.

(Present reading *in italic*)

ARTICLE VIII. *Dues*

1. Each active member shall pay three dollars (*two dollars*) annually to the Secretary-Treasurer, one dollar (*fifty cents*) for dues and two dollars (*one dollar and fifty cents*) for subscription to HISPANIA; and no member who is in default shall be qualified to exercise any privilege of membership.

4. Any member, or any person eligible to membership, may become a life member by a single payment of forty (*twenty-five*) dollars.

ARTICLE IX. *Official Organ of the Association*

1. The official publication of this Association shall be known as HISPANIA, and it shall appear six times a year, in the months of February, March, May, October, November, and December (*shall appear quarterly*).

(Signed) WILLIAM A. BARLOW,
VENTURA FUENTES,
HAYWARD KENISTON,
GUILLERMO A. SHERWELL,
JESSE F. STEINARD.

At the third Annual Meeting an amendment was proposed which could not be voted on because previous notice of intention to propose it had not been printed in HISPANIA. Though Article XII was complied with by printing such notice in HISPANIA for February, 1920, the proposed amendment is here reprinted:

ARTICLE IV. *Officers*

Section 2. Cancel present reading and substitute: "The terms of these officers shall be as follows: For the President, Third Vice-President, and one of the four other members of the Executive Council, one year; for the Second Vice-President, Secretary-Treasurer, and one of the four other members, two years; for the First Vice-President and two of the other four members, three years."

NOMINATIONS FOR OFFICERS

The Nominating Committee, of which Mr. George W. H. Shield, of Los Angeles, is chairman, presents the following list of candidates. In order that every member of the Association may express his preference, a ballot will be found separate in this issue and should be marked and forwarded according to directions on the ballot.

President:

JOHN D. FITZ-GERALD, University of Illinois.
HAYWARD KENISTON, Cornell University.

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First Vice-President (three-year term):

LAWRENCE A. WILKINS, Board of Education, New York City.

R. H. GEARHART, University of Louisiana.

Second Vice-President (two-year term):

J. P. CRAWFORD, University of Pennsylvania.

CHAS. P. HARRINGTON, Kent School, Kent, Conn.

Third Vice-President (one-year term):

C. SCOTT WILLIAMS, Hollywood High School, Los Angeles, Cal.

H. G. DOYLE, George Washington University.

Members of Executive Council:

(One-year term)

A. L. OWEN, University of Kansas.

FELIPE DE SETIÉN, University of Southern California.

(Two-year term)

CARL O. SUNDSTROM, Lake View High School, Chicago.

JOHN HILL, Indiana University.

(Three-year term)

GUILLERMO SHERWELL, Washington, D. C.

EDITH JOHNSON, Tacoma, Washington.

MATHILDE DOMENGE, Salt Lake City, Utah.

CAROLINE SHELDON, Grinnell College, Iowa.

TO PRESIDENTS OF LOCAL CHAPTERS OF THE ASSOCIATION

DEAR COLLEAGUES: I address you at this time to seek your coöperation in making still more effective the work which you and I and our members have taken upon ourselves when we organized this Association.

We have made good progress in many ways. Spanish is more widely taught and more highly regarded than it was when we first established our society three years ago. The language is, we are sure, also taught now by teachers much better prepared for their work than they were three years ago. In this growth and progress we believe that our Association has had no small part. There remains, however, very much more to be done.

Among other things, we need more activity on the part of the twelve chapters which we now have in different parts of the country. Some of these have been very active and progressive. Others have been content to form their group and hold meetings at rather long intervals, and have not done all that they should to build up their local group or to secure new members for the national Association.

I therefore feel that I should at this time make an earnest appeal to all chapter officers to look again upon the situation that confronts them in their section of the country, and to ask themselves whether they have done and are doing all that they can to encourage and improve the teaching and the teachers of Spanish in their vicinity. A frank and thorough examination of circumstances, opportunities, and possibilities may conceivably serve to inspire to new efforts the officers and members of local groups. I suggest that the

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reports of the activities of chapters as they appear in HISPANIA be studied by all chapter officers for suggestions that may prove helpful in their own work.

Finally, permit me to suggest that each chapter be represented at the Fourth Annual Meeting to be held at the Hotel Auditorium in Chicago, all day on December 30th, and the forenoon of December 31st. We need their attendance. The chapters would greatly benefit by such attendance of a delegate. I believe that much help and inspiration would result for all of us from following out this plan. The question of sending a delegate resolves itself largely into a problem of finance. The New York Chapter has voted to pay half the expenses of its President and of the national President, who will attend this meeting. I suggest that each chapter take under serious consideration the advisability and possibility of sending a delegate. I believe that funds can be raised in each chapter either by contributions sought for that purpose or by giving an entertainment which would bring in the needed money. In some cases members of university faculties may be able to secure expenses from the university with which they are connected. This is not an uncommon practice in the case of other societies of national scope and importance. But in any case, will you not please discuss at your earliest opportunity, either in general assembly of your chapter or in a meeting of your Executive Committee, ways and means of sending a delegate to this, our most important annual meeting so far in the history of the Association? We need the presence, counsel, and contact of chapter delegates.

Sincerely yours,

LAWRENCE A. WILKINS, *President.*

NEW LIFE MEMBERS

Since the printing of the list of Life Members in the October HISPANIA, the following persons have taken life memberships: Prof. Hayward Keniston, Cornell University, candidate for president of the Association; Miss Carolina Marcial Dorado, New York City, Associate Editor of HISPANIA; Miss Mathilde Domenge, Salt Lake City, candidate for Member of the Executive Council; Prof. Madison Stathers, West Virginia University, Morgantown, W. Va.; Prof. Irving L. Foster, State College, Penn.

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THE LOCAL CHAPTERS

NEW YORK CHAPTER.—On Saturday, October 2, 1920, the chapter held the first meeting of the academic year. Mr. Lawrence A. Wilkins, President of the American Association of Teachers of Spanish and Director of Modern Languages in the New York City High Schools, opened the session and presented briefly plans for the founding of the "Casa de las Españas" in New York. The following officers were installed: President, Mr. William M. Barlow, Curtis High School; Vice-President, Miss Florence Beiler, Washington Irving High School; Secretary-Treasurer, Mr. Hyman Alpern, Stuyvesant High School; Corresponding Secretary, Mrs. Gracia L. Fernández de Arias, New Utrecht High School.

Professor Federico de Onís of Columbia University gave a most enlightening address on "El español en los Estados Unidos." Enthusiastic applause frequently interrupted Professor de Onís as he discussed the present rapid development in the teaching of Spanish in the United States and its influence on the future political relations of this country and Spain and Spanish America. The address of Professor de Onis was read October 1st at the opening exercises of the University of Salamanca, Spain. It was printed entire in HISPANIA for November, 1920.

CHICAGO CHAPTER.—At the first meeting of the school year, held on Saturday, October 9, the members enjoyed an interesting program under the presidency of Prof. Carl O. Sundstrom.

In a racy, panoramic, one-hour talk Miss Bertha J. Vincent of Senn High School led the audience over the route of her recent "Viaje por España." Points of special interest emphasized by Miss Vincent were the Mezquita of Córdoba, the "curso de fonética" given in the summer school in Madrid, and her visit to the home of Blasco Ibáñez.

The second number, a conferencia on "El comercio latino-americano" by Sr. Francisco Alatorre, was an enthusiastic demonstration of the impetus that will accrue to inter-American trade from the completion of the two Chicago-Atlantic water routes. Sr. Alatorre concluded his address with an earnest appeal for a more sympathetic attitude toward Spanish America.

The session closed with a discussion of plans for the meeting of the American Association of Teachers of Spanish which will take place at the Hotel Auditorium, Chicago, during Christmas week.

LOS ANGELES CHAPTER.—On Saturday, October 16, the Los Angeles Chapter held a most interesting session: Following a short informal reception, enlivened by musical numbers, Professor Felipe de Setién of the University of Southern California gave an illustrated lecture on Spain. The chapter is preparing to hold a "feria" during the winter holidays, in connection with the Mission Play of California at San Gabriel.

UTAH ORGANIZES NEW CHAPTER.—Another local chapter with the name of "El Ateneo" has recently been established at Salt Lake City under the

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presidency of Professor G. Oscar Russell of the University of Utah. Much enthusiasm is shown by the large number of initial members.

NORTHERN CALIFORNIA CHAPTER.—On October 31 the Northern California Chapter held one of its most successful meetings at the public library. Sr. Ramírez, Chilean exchange professor at the University of California, talked about some North American misconceptions of Spanish America, and the "ortografía Andrés-Bello," used in Chile. Miss M. C. Grant discussed the teaching of Spanish in the intermediate schools.

KANSAS CHAPTER.—The second annual meeting of the chapter was held in the First Christian Church, Topeka, Kans., October 29, 1920, at 2 p. m., with forty-one members in attendance. The program was as follows: President's Address, Professor Arthur L. Owen; "Suggestions for Using the Objective Method in Junior High Schools," Professor Arthur G. Byrns; "Difficulties," Miss Olive Collins; "Social and Political Aspects of the Regionalistic Movement in Spain" (address in Spanish), Professor José M. Osma.

The President's address dwelt mainly upon the Spanish teacher's responsibilities, particularly in those places where the study of the classics seems to be dying out and that of Spanish taking its place.

Professor Byrns illustrated upon a blackboard the advantage which some little skill in drawing gives to the teaching of vocabulary and conversation by the "object method."

Miss Collins' remarks called forth prolonged and animated discussion over the number of the difficulties which are encountered in teaching Spanish in high schools. A point debated with especial vigor was the respective proportions of grammar and conversation which could profitably be attempted with classes of varying ages.

Professor Osma spoke of the misconceptions which have arisen with regard to the regionalism of Cataluña, Galicia, and the Basque Provinces. The statement so often heard that one or the other of these regions seeks to become a separate political entity is a mistake, repeated sometimes ignorantly, sometimes maliciously. The autonomy sought is local only, and the fullest possible development of each province can but redound to the glory of all Spain.

The following officers were elected for the ensuing year: President, Professor Arthur L. Owen, University of Kansas; Vice-President, Miss Marie Crawford, Topeka High School; Secretary-Treasurer, Miss Agnes M. Brady, University of Kansas.

At noon the chapter held a luncheon at the High School Cafeteria with the President acting as toastmaster. Interesting talks were made in Spanish by Sr. D. Miguel A. Umaña (Costa Rica), Mr. F. L. Phillips (Westport High School, Kansas City, Mo.), Sr. D. Gonzalo Manibog (Philippine Islands), Miss Nora E. Siler (Porto Rico), and Mr. N. H. Huffman (Porto Rico). It was voted to continue the luncheon as an annual affair.

GRACIA L. FERNÁNDEZ DE ARIAS

NEW UTRECHT HIGH SCHOOL
BROOKLYN, N. Y.

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CURSOS DE LENGUA Y LITERATURA ESPAÑOLA PARA EXTRANJEROS EN MADRID

Herewith HISPANIA presents to its readers the official information of the Spanish Bureau concerning studies in Spain which was promised in our November number. If "Six Weeks in Madrid" in this number have filled any with a desire for similar experiences, behold what opportunities lie open.

CURSO DE INVIERNO: 8 Enero a 24 Marzo de 1821
CURSO DE OTOÑO: 8 Octubre a 20 Diciembre, 1921.

Historia de la Literatura española: Caracterización de las principales épocas, autores y obras, con atención preferente sobre la época moderna. Dos horas semanales. *Gramática española:* Reseña histórica de la lengua española, análisis de textos y ejercicios de composición. Dos horas semanales. *Fonética española:* Análisis de los sonidos españoles, ejercicios de pronunciación y transcripción fonética. Dos horas semanales. Cada curso consta de 60 horas, y corresponden a cada materia 20 horas. Los cursos son organizados por el Centro de Estudios Históricos, instituto creado por la Junta para ampliación de estudios e investigaciones científicas (Ministerio de Instrucción Pública y Bellas Artes), y la enseñanza está a cargo de profesores designados por el Presidente del Centro, D. Ramón Menéndez Pidal. *Certificados:* Al final de cada Curso se conceden certificados de asistencia, y, mediante examen, certificados de aptitud. *Derechos de inscripción:* 100 pesetas por todas las enseñanzas del curso.

CURSO DE VERANO

DOS CICLOS: 9 Julio a 20 Agosto de 1921
9 Julio a 6 Agosto de 1921

Presidente: Don Ramón Menéndez Pidal. Secretario: Don Antonio G. Solalinde, Centro de Estudios Históricos, Almagro 26, hotel, Madrid.

Objeto y distribución del curso. El décimo curso de vacaciones para extranjeros, organizado por el Centro de Estudios Históricos, instituto creado por la Junta para ampliación de estudios e investigaciones científicas (Ministerio de Instrucción Pública y Bellas Artes), se dará en Madrid, del 9 de julio al 20 de agosto de 1921.

Este curso se propone principalmente ofrecer a los extranjeros que se dedican a la enseñanza del español o que desean familiarizarse con nuestra lengua y literatura, la oportunidad de completar sus conocimientos mediante conferencias y clases prácticas, dadas por personas especializadas en las respectivas materias. Tales enseñanzas se completan con lecciones acerca de la historia, el arte, la geografía y la vida social de España y con excursiones y visitas a museos y centros de cultura.

El programa está combinado de manera que los extranjeros puedan matricularse por *todo el curso de seis semanas*, o solamente por *las cuatro se-*

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manas primeras (9 de Julio al 6 de Agosto), según las materias que deseen abarcar.

En estas cuatro primeras semanas se verificarán las conferencias de Gramática, Fonética y Literatura españolas; las clases prácticas serán de Fonética, Lectura de textos, Conversación, Composición y Comercio. Al final de este primer periodo se realizarán pruebas para la obtención de Certificados de Suficiencia.

En las dos semanas últimas se darán conferencias acerca del Arte, la Historia, la Vida política contemporánea, la Geografía y la Pedagogía españolas, y seguirán las clases prácticas antes mencionadas. Se verificarán igualmente pruebas finales para la obtención de Certificados de Suficiencia por aquellos alumnos que hayan asistido al curso completo de seis semanas.

CONFERENCIAS DE LAS CUATRO PRIMERAS SEMANAS. *Lengua española:* 13 conferencias por Don Américo Castro, Catedrático de la Universidad de Madrid y Profesor del Centro de Estudios Históricos. *Fonética española:* 13 conferencias por Don Tomás Navarro Tomás, Director del Laboratorio de Fonética del Centro de Estudios Históricos. *Literatura española:* 13 conferencias por Don Antonio G. Solalinde, Colaborador del Centro de Estudios Históricos. Don Ramón Menéndez Pidal dará una conferencia sobre un tema literario o gramatical que se anunciará oportunamente.

CONFERENCIAS DE LAS DOS ÚLTIMAS SEMANAS. *Arte español:* 6 conferencias por Don Elías Tormo, Decano de la Facultad de Filosofía y Letras de la Universidad de Madrid y Profesor del Centro de Estudios Históricos. *Historia de España:* 6 conferencias por Don Enrique Pacheco de Leyva, Colaborador del Centro de Estudios Históricos. *Geografía de España:* 4 conferencias por Don Juan Dantín Cereceda, Catedrático del Instituto-Escuela de Madrid y Colaborador del Centro de Estudios Históricos. *Reseña de la Pedagogía española:* 2 conferencias por Don Lorenzo Luzuriaga, Inspector de primera enseñanza, agregado al Museo Pedagógico de Madrid. *Vida española política contemporánea:* 2 conferencias por Don Manuel G. Morente, Catedrático de la Universidad de Madrid.

CLASES PRÁCTICAS. Se constituirán tantos grupos de alumnos como sean necesarios para que en cada clase no haya, a ser posible, más que diez personas. Las materias serán las siguientes: *Lectura de textos:* 10 horas en las cuatro primeras semanas y 10 horas en las dos últimas semanas, por varios auxiliares, bajo la dirección de D. Américo Castro, que también dará clase a cada uno de los distintos grupos que se constituyan. *Conversación:* 10 horas en las cuatro primeras semanas y 10 horas en las dos últimas semanas, por varios auxiliares, bajo la dirección de D. Antonio G. Solalinde, que también dará clase a cada uno de los distintos grupos que se formen. *Fonética:* 20 lecciones en las cuatro primeras semanas, por varios auxiliares, bajo la dirección de D. Tomás Navarro Tomás, que también dará clase a cada uno de los distintos grupos que se constituyan. *Comercio:* 15 horas en las tres semanas y 15 horas en las tres últimas semanas, por varios profesores competentes. *Ejercicios prácticos:* En el programa detallado de trabajo semanal, que se entregará a los alumnos al comienzo del curso, se indican los ejercicios prácticos de Composición, Traducción y Transcripción fonética que

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deberán hacerse fuera de las clases y someterse al final de cada semana al profesor para su debida corrección.

EXCURSIONES Y VISITAS. Se realizarán excursiones a Toledo, Segovia y la Granja (dos días), el Escorial y Aranjuez, bajo la dirección de D. Elías Tormo, aprovechando para ello los sábados y domingos. Se efectuarán así mismo visitas al Palacio Real y a los Museos Arqueológico y del Prado. Se conseguirá para los alumnos del curso entrada libre a los museos principales de Madrid, que sean de pago.

PRUEBAS FINALES. *Certificado de suficiencia.* Para obtener el certificado que acredite un conocimiento suficiente del idioma español, será necesario someterse a unas pruebas finales que constarán de: I. Dictado de un trozo castellano. 20 minutos. II. Traducción, al idioma respectivo, de un trozo castellano, con auxilio de un diccionario de bolsillo. 1 hora. III. Traducción, al castellano, de un trozo del idioma respectivo, con auxilio de un diccionario de bolsillo. Hora y media. IV. Desarrollo, de un tema, sin auxilio de diccionario. 2 horas. V. Transcripción fonética de un trozo castellano. 1 hora. V. Comentario oral en castellano, de uno de los textos explicados durante el curso, y contestación oral a varias preguntas de las materias de lengua y literatura tratadas en el curso. Obtendrán el diploma los alumnos que alcancen una puntuación superior a 5, siendo la máxima 10. *Certificado de asistencia.* Todos los matriculados que acrediten haber asistido a las clases un mínimo de sesenta horas, podrán solicitar un certificado de asistencia por el curso de cuatro o seis semanas en que hayan estado inscritos.

INSCRIPCIONES Y OTROS GASTOS. Se ruega a las personas que hayan de inscribirse, que lo manifiesten con toda la posible anticipación. Encarecemos la importancia de que se nos comuniquen cuanto antes estas inscripciones provisionales, pues así se facilitan los trabajos preparatorios del curso. Los derechos de matrícula son: *Por el curso completo de seis semanas, 150 pesetas. Por el curso de cuatro semanas, 100 pesetas. Matrícula especial para clases prácticas de Comercio (15 horas) 25 pesetas.* Estos derechos se abonarán en Madrid al entregar al interesado el cuaderno de matrícula. Las personas que lleguen después de las dos semanas primeras, abondarán la matrícula de 100 pesetas cualquiera que sea la época de su llegada y el tiempo que deseen asistir al curso. El curso, aparte de estos derechos de inscripción, no tiene otros gastos que los relacionados con las excursiones y la compra de algunos libros. Estos gastos no suelen exceder de 150 pesetas, durante todo el curso.

VIDA DE LOS ESTUDIANTES. *Alojamiento en hoteles y casas de huéspedes.* El coste de hospedaje en Madrid oscila entre 8 y 20 pesetas diarias en los hoteles de segunda clase y en las casas de huéspedes. Hay también, naturalmente, hoteles de primera clase a precios más elevados. No existe en Madrid, más que como excepción rara, la costumbre de recibir huéspedes en casas particulares o en familia. La Secretaría del curso facilita listas de hoteles y casas de huéspedes, pero no responde en ningún caso de estos alojamientos. No existiendo en verano dificultades para el hospedaje, es preferible dirigirse desde la estación a un hotel, y buscar después, entre la lista que entrega la Secretaría, un alojamiento conveniente. *Residencia de Estudiantes.* Un

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número determinado de alumnos puede hospedarse en la Residencia de Estudiantes, institución dependiente de la Junta para Ampliación de Estudios. La Residencia, situada en la calle del Pinar número 15, en el extremo norte de la ciudad, admite alumnos de ambos sexos. La Residencia tiene habitaciones para una y dos personas, baños, duchas, servicio médico, biblioteca, jardines y campos de deportes. En la Residencia conviven con los extranjeros un buen número de Profesores y estudiantes españoles. En ella se organizan a menudo fiestas familiares en honor de los extranjeros: conciertos, funciones teatrales, bailes, tés y meriendas a la española. El precio de la pensión completa varía entre 12 y 15 pesetas diarias. *Cambio de conversación. Profesores particulares.* Durante el curso, el Secretario tiene establecidas horas diarias de oficina para resolver las consultas de orden práctico que los alumnos hagan. La Secretaría facilita cambios de lección entre los estudiantes de lengua inglesa y española. Así mismo provee profesores particulares.

VIAJE A ESPAÑA. El Spanish Bureau con la cooperación de la American Express Company está haciendo los trabajos preliminares para organizar un "Viaje a España." Se dará un precio total por persona que incluirá la estancia en Madrid con todos los gastos anejos, y excursiones especiales por Andalucía, el Norte de España, Portugal y Francia.

SERVICIOS DEL SPANISH BUREAU. Tanto las personas que se interesen en el proyecto del "Viaje a España" como aquellas otras que prefieran hacer el viaje por su cuenta y deseen hacer su inscripción provisional en los cursos (para lo cual hay que llenar una tarjeta de inscripción); reservar habitaciones en la Residencia de Estudiantes (mediante un depósito previo de $5.00); obtener alojamiento en pensiones y hoteles; proveerse de cartas de recomendación para Madrid y recibir alguna información especial respecto a los cursos de Verano, Otoño e Invierno, no especificada en este anuncio o en el artículo publicado en el número de Noviembre de HISPANIA, deben dirigirse a *D. Joaquín Ortega* (in charge of the Division of Studies in Spain in the Spanish Bureau of the Institute of International Education), *Low Buildings, Bryn Mawr, Pennsylvania.*

PROFESSOR ESPINOSA'S RETURN

With the next number of HISPANIA the members of the Association will be glad to welcome the return of the Editor, Professor A. M. Espinosa. Due to his foresight, the associate editor in charge of the journal was able to publish the October number exactly as he had planned it. The November and December numbers were a more arduous task and defects in them must be laid rather to inexperience than lack of care. As there was not on hand a sufficient stock of manuscripts of article and reviews (the review writers seem to have taken a vacation with the Editor) it was necessary to seek hurriedly for material to fill the pages. The associate editor takes occasion here to thank publicly the contributors who promptly answered his call for help. And now, in the name of the Association, welcome, thrice welcome to the Editor of HISPANIA.

ALFRED COESTER, *Associate Editor.*

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REVIEWS

Catálogo Paremiológico de Melchor Garcia Moreno, Madrid, 1918. 4°, 248 pp.

For the linguist one of the most interesting of the many subdivisions of folklore into which students of that science are pleased to divide it is that of the proverb. While folklore in itself has not enjoyed in Spain the wide and sympathetic popularity that has been its portion in many other lands, yet the division or subdivision just mentioned has from very early times received the attention of amateurs and scholars alike. Abundant evidence of this is afforded by the work of D. Melchor García Moreno, whose deep interest in the subject has led him to publish a catalogue of the splendid collection of paremiologic works that he has made.

Though the attempts at definition have been many, as yet no thoroughly satisfactory definition of a proverb, meeting with universal acceptance, has been made. Students are familiar with Lord Russell's "The wisdom of many and the wit of one." Pending the universally accepted definition and until the strict limitations of the proverb are defined, no serious complaint can be brought against Señor García for including in his catalogue works that are not usually to be considered as belonging to the proverb's domain. The author's eagerness to possess every obtainable work containing a collection of Spanish proverbs, no matter how small, explains the inclusion of such works as the first dictionary published by the Academy, the so-called *Autoridades*.

But quite apart from the inclusion of such works, the bibliography is not only the most recent, but one of the completest that we know for the Spanish field. Señor García has 480 entries, thirteen of which are manuscripts. In some instances there are duplications of titles, but as a rule the edition is different and frequently constitutes an essentially different work. Some of the titles included are of foreign works, but the number is relatively small. By way of comparison, Salvá's collection, exceedingly rich in point of rare material, had 143 entries, of which twenty-six may be considered duplicates. Of the whole number, fifty-three are not to be found in the García collection in one edition or another.

The foundation for the Salvá collection was, however, not bibliography, but bibliophilism, for its founder scorned, as a rule, to place any contemporary publication in his collection. Not so Señor García; not only the earliest printed specimens, but the latest and sometimes least important works enter into the list of those he has gathered together. Yet the foregoing remark must in no wise be considered as a disparagement of the author's work. He has succeeded in getting together a wonderfully rich collection consisting, in some instances, of unique copies and of works whose titles even were apparently unknown to Salvá, Gallardo, and Sbarbi. The titles possessed by Salvá and not found in the García collection are for the most part books

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printed in the sixteenth century and were extremely rare even in Salvá's lifetime.

Señor García's love of his subject has led him also, in order to make his collection complete in the most essential material, to reproduce two volumes of extraordinary rarity, viz: Timoneda, *El Sobremesa y Alivio de caminantes,* Valencia, 1569, and Vallés, *Libro de refranes,* Zaragoza, 1549. Vallés is considered representative of the region of Aragon, Hernán Núñez and Correas of Castile and León, Mallara and Caro y Cejudo of Andalusia, and Horozco of the central district in general. Any collection possessing the works of these authors has, consequently, a fundamental basis for a study of the Spanish proverb in its early forms in the regions of Castilian speech.

To enumerate all the interesting items that serve to give value to the catalogue at hand would require mention of the larger part of its contents. Some idea of its wealth may be had when one finds there Escobar's *Las quatrocientas Respuestas a otras tantas preguntas,* Valladolid, 1545, with its still rarer *Segunda parte, id.,* 1552; the very rare second edition of the *Trescientas preguntas,* 1546, of López de Corella; the 1502 edition of the *Proverbios de don Yñigo López de Mendoza,* together with four other early editions of the same author, one of which, Antwerp, 1551, was unknown to any other bibliographer, and of another of which, Sevilla, 1546, Gallardo and Salvá had no knowledge; the first edition, *rarísima,* of *La Philosophia Vulgar* of Mallara, Sevilla, 1568; and the first edition of the *Refranes o Proverbios en Romance* of Hernán Núñez, Salamanca, 1555.

From a purely bibliographical point of view one of the prizes of the collection is the hitherto undescribed *Refranes famosísimos y provechosos glosados,* Burgos, 1509, whose existence had been suspected but never verified. This unique copy is the earliest known dated edition, though Haebler supposes a copy which he describes to belong to the last decade of the fifteenth century, basing his attribution on the identity of the title-page engraving with that of *Lo Carcer d'Amor,* Barcelona, 1493. Identity of engravings does not, however, prove conclusively identity of date nor necessarily close proximity thereof, for it is well established that the same engravings were used frequently in different years and places.

Though the fame of Erasmus may not rest on his activities as a collector and writer of proverbs, yet his popularity as such in the sixteenth and seventeenth centuries is indicated by no less than twelve editions of his collections of adages. The Spanish translations were numerous, and despite the prohibition placed by the Inquisition on all of Erasmus's works they found their way in Spain. The popularity of the Distichs of Cato is well known, and of this work there are several editions to be found in the García collection.

No account of the Catálogo would be complete without recognition of the very satisfactory way in which its compiler has brought it out. Not only has he furnished all necessary bibliographical details, but in the case of the more important works he has added lists of other editions and judicious comments concerning them, calling attention to errors on the part of previous bibliographers, when, in his judgment, there were any. He has also re-

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produced the title pages of all the rarer volumes comprised in his collection and in numerous cases has added portraits of Spain's famous collectors and publishers of proverbs. The work is done with such care and completeness as to render it worthy of a place among the choicest works of Spanish bibliography, and it is to be hoped that Señor García's example will find worthy followers in this and all other branches of Spanish literature.

JOHN M. HILL

INDIANA UNIVERSITY

BOOK NOTICES

Mexican Writers: Estelle Luttrell, Librarian, University of Arizona Library. 83 pp. Univ. of Arizona, Tucson, Ariz. $1.00.

This pamphlet contains synopses of books and biographical notes about Mexican writers with ten full-page plates of portraits of fifty-five prominent authors. It lists 239 volumes, with a complete index affording easy reference to the authors. The synopses develop the theme of the works in question and will prove of great value to the student of Mexico and Mexican literature.

Historia de Gil Blas de Santillana: Padre Isla, edited by Ventura Fuentes and Victor François of the College of the City of New York. vi + 216 pp. (111 text, 32 exercises, 13 verbs, 60 vocabulary.) Henry Holt & Company. 96 cents.

The text is, of course, only a small portion of the original work. Each exercise, at the back of the book, consists of a set of questions for conversation, a considerable amount of grammar drill, and a composition exercise. The section devoted to verbs contains paradigms of regular verbs and the most common irregular verbs.

Manual de Comercio: M. Romera-Navarro, of the University of Pennsylvania. vi + 276 pp. Henry Holt & Company. 1920. $1.24.

There is an "Advertencia Preliminar" addressed by the author to the reader. The book is divided into four parts. Part I (98 pp.) treats of commerce in general. Part II (10 pp.) is devoted to comercial accounting. Part III (58 pp.) deals with commercial correspondence. Part IV (110 pp.) contains explanations and grammatical notes, Spanish-English and English-Spanish vocabularies, the most common abbreviations, a table of numerals, and an alphabetical index.

La Batalla del Marne: Vicento Blasco Ibáñez, edited by Federico de Onís. xi + 201 pp. (119 text, 12 notes, 70 vocabulary). D. C. Heath & Co., 1920. $1.00.

The story is taken from the novel, "Los Cuatro Jinetes del Apocalipsis." Preceding the story is a sketch of Blasco Ibáñez (7 pp.) in Spanish by the editor. A short chapter, partly from the original work, partly by the editor, connects the account of the battle with what precedes in the original work. The notes are both historical and linguistic.

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Cuentos de la América Española: Alfred Coester, Ph. D., of Leland Stanford Jr. University. v + 236 pp. (136 text, 23 notes, 77 vocabulary). Ginn & Co. 1920. 96 cents.

This is a collection of 17 short stories by representative Spanish-American authors. Accompanying the notes at the back of the book are short sketches of the various authors whose stories are included in the collection. The notes furnish necessary historical information as well as explanations of the linguistic difficulties.

Un Drama Nuevo: Tamayo y Baus, edited by Clarence King Moore, of the University of Rochester. viii + 113 pp. (77 text, 6 notes, 30 vocabulary). Silver, Burdett & Company. 1920. $1.04.

The introduction, in English, furnishes information about the life and works of the author and the position of the play in Spanish dramatic literature. The explanations accompanying the list of characters are in English. The difficult passages in the text are explained in the notes.

Terry's Short Cut to Spanish: T. Philip Terry. xx + 543 pp. Houghton Mifflin Company. 1920. $2.00.

The book is divided into three parts. Part I (21 pp.) furnishes information, in English, about the Spanish language and peculiarities of speech in the various Spanish-American countries. Part II (305 pp.) is a grammar. It contains, in addition, long lists of words which are more or less related to English words in form and meaning, as well as slang expressions, proverbs, etc. Part III (180 pp.) is a "pocket interpreter," containing 126 groups of words and expressions with phonetic pronunciation. There is a Spanish as well as an English index of words, with paragraph numbers indicating where the meanings may be found.

Amar Sin Saber a Quien: Lope de Vega Carpio, edited by Milton A. Buchanan, of the University of Toronto, and Bernard Franzen-Swidelius of McMaster University, Toronto. vii + 202 pp. (128 text, 54 notes, 20 vocabulary). Henry Holt & Company. 1920. $1.24.

There is a preface in which we find interesting information about the nature of the play and facts concerning some of the early editions. The notes are unusually copious and contain, besides linguistic and historical explanations, many quotations of parallel passages, etc., mostly from other works of Lope de Vega.

First Spanish Reader: Aurelio M. Espinosa, of Stanford University. xiii + 265 pp. Benj. H. Sanborn & Co. 1920. $1.28.

The Reader is intended for beginners, especially in the junior high school. There are thirty-three chapters carefully graded in difficulty. The text, which is decidedly informational concerning things Spanish, is original, with the exception of the last few chapters, which are taken from well-known Spanish authors. Besides a large amount of prose, there are riddles, rhymes, and poems. Each lesson contains a reading text, a grammar exercise, and a set of questions. Following the lessons are 32 composition exercises based upon them. Then comes an appendix dealing with the verb, followed by a Spanish-English vocabulary and six pages of numerals and monetary expressions. The book is profusely illustrated with drawings and maps.

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Manual de Correspondencia Comercial: Julio Mercado, of the Brooklyn Commercial High School. 91 pp. The Gregg Publishing Co., New York. 88 cents.

After the preface there is a short introduction in Spanish, concerning Spanish correspondence in general. Then follow about 50 letters in Spanish, each accompanied by an exercise consisting of a number of sentences or a whole letter to be translated from English into Spanish. Distributed throughout the book are groups of outlines suggesting letters to be composed by the student. After the letters are a few pages containing commercial information, such as postal rates, weights and measures, etc. There are two vocabularies, Spanish-English and English-Spanish.

Vistas Sudamericanas: Blasco Ibáñez, edited by Carolina Marcial Dorado, of Columbia University. xvii + 232 pp. (122 text, 31 exercises, 21 notes, 58 vocabulary). Ginn & Co. 1920. $1.00.

After a short preface there is an introduction dealing with the life and works of Blasco Ibáñez. Then comes a short address to the reader in Spanish by the author. The "Vistas" consist of ten selections from "Los Argonautas," five from "Los Cuatro Jinetes del Apocalipsis," and three short additional chapters, written, I presume, for this book by the author. The exercises each consist of a "Cuestionario," a grammar review, a list of idioms, and a composition exercise. The notes are of a historical, grammatical, and explanatory nature. The book is profusely illustrated with drawings and a map.

Cuentos Hispanoamericanos: Cincinato G. B Laguardia, of the United States Naval Academy. xv + 247 pp. (184 text, 53 vocabulary). Charles Scribner's Sons. 1920. $1.00.

This is a reading book intended for second-year high school pupils. Preceding the text are three pages of biographical notes in English, dealing with the authors represented. There are 21 "cuentos" by Spanish-American authors. Each story is divided into several reading lessons, each of which is accompanied by a set of questions, several exercises and some notes. There is a Spanish-English vocabulary at the end.

El Capitán Veneno: Pedro Antonio de Alarcón, edited by Percy Bently Burnet. xi + 257 pp. (128 text, 36 questions and exercises, 73 vocabulary). Benj. H. Sanborn & Co. 1920. $1.28.

The preface is biographical and explanatory. Preceding the story is a short dedication by the author. Notes explaining linguistic difficulties and historical references in the text are placed at the foot of each page. There are 25 groups of questions in Spanish based upon the text and 20 composition exercises. There is an unusually complete vocabulary.

Wilkins' Prognosis Test in Modern Languages: Lawrence A. Wilkins, Director of Modern Languages in the High Schools of New York City. 8 pp. The World Book Company. 1920. $1.60 per package of 25 booklets with one manual of directions. Specimen set, containing one test and a manual of directions, 10 cents, postpaid.

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The examination is prepared for testing pupils who have not studied a foreign language, to determine their fitness for foreign language study. There are materials (words and sentences) for testing both visual and aural impressions and the ability to remember and reproduce them by writing and speaking. There is also a test on general grammar concepts. Spaces are arranged for scoring results. In addition the pamphlet contains brief elimination tests in French and Spanish to be given after four months. The manual of directions contains 15 pages.

Short Stories for Oral Spanish: Anna Woods Ballard, of Teachers' College, Columbia University, and Charles Oran Stewart, of the State Normal School, Huntsville, Tex. xi + 115 pp. Charles Scribner's Sons. Revised edition. 1920. 88 cents.

There are 63 short selections. Based upon each selection are an exhaustive set of questions and various suggestions in Spanish for reproduction and grammar drill. At the end of the book are two pages of notes of a grammatical nature, four pages of verb exercises, followed by 26 pages of forms of regular and irregular verbs, with rules for orthographic changes. The vocabulary covers 18 pages.

El Pájaro Verde: Juan Valera, edited by J. Siegmeyer, of the Riverside High School, Milwaukee, Wis. 70 pp. (49 text, 21 vocabulary). Charles Scribner's Sons. 1920. 65 cents.

There is one page by the editor in Spanish, devoted to the life of the author. The story is divided into seven chapters, at the end of each of which there are a "Cuestionario" and a set of grammar questions in Spanish. In the vocabulary the meanings of the words are given in Spanish, with the addition of the English equivalent, when necessary.

MICHAEL S. DONLAN

HIGH SCHOOL OF COMMERCE
BOSTON, MASS.

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